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ABSTRACT

The purpose of this publication, which is experimental in nature, is to identify important innovations in undergraduate study of Asian and African societies, traditions specifically and the Third World somewhat more generally, and to encourage more interest and dialogue in the imaginative study of the Third World. The publication is arranged into two major parts. The first part provides commentaries and speculation on the study of the Third World, pointing out some of the unexploited opportunities for innovation. Innovative approaches and some illustrations for studying the Third World are offered in the second major part. Innovations described include computer assisted instruction, simulations and games, audio-visual media, different kinds of roles which faculty members can paly, using students as teachers and architects, different approaches to language-learning, and using the world as a classroom in overseas study programs. (SJM)

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STUDENTS, TEACHERS, AND THE THIRD WORLD IN THE AMERICAN COLLEGE CURRICULUM
A GUIDE AND COMMENTARY ON INNOVATIVE APPROACHES IN UNDERGRADUATE EDUCATION

by
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PREFACE

Concerned that many important innovations in undergraduate education were apparently having little impact on the transnational dimensions of American higher education, the Council for Intercultural Studies and Programs (formerly the National Council of Associations for International Studies) sought support from the Institute of International Studies of the U.S. Office of Education two years ago to undertake a project designed to define more precisely the nature of the problem, if not to solve it. The project has two major purposes.

The first is to identify instances in which "innovative" approaches have been used in the undergraduate study of Asian and African societies and traditions specifically and the Third World somewhat more generally. The major consequence of this effort is reflected in the second section of the present publication, which includes a number of illustrations of what the faculty members, perhaps particularly those who adopt such practices, regard as "innovations" in undergraduate education.

The second objective of the project is to encourage more interest in imaginative, if not necessarily "innovative," approaches to the study of the Third World and to develop more linkages between those involved in introducing important innovations into American undergraduate education and those concerned with international aspects of the undergraduate curriculum in general and Third World studies in particular. (Innovation, which is a relative term, is impossible to define in any meaningfully precise or categorical way.) This objective is being served in several ways.

One important part of the U.S. Office of Education-sponsored project is the development of three "model units" which will hopefully be suggestive of how interesting new approaches to the study of Asian and African societies and traditions can be developed by resourceful college faculty members, working with their students. The first of these "model units," dealing with rural social change in India through contrastive visual materials is now completed. The other two "model units," which involve developing a typology of the history of Indian civilization through its cities, based on a series of 8mm. loop films, and participating in an Indian urban problem-solving exercise revolving around the basic requirements of "space" and "shelter" in an urban environment, have been delayed because of the recent crisis in the South Asian subcontinent, but will be available shortly.

Related also are other activities of the Council, the Foreign Area Materials Center, and the Center for International Programs and Comparative Studies which, while not directly a part of the Office of Education-sponsored project, are nonetheless directed toward the objective of encouraging more interest in "innovation" in international studies. For example, the FAMC has issued, in its Occasional Publication Series, the handbook for "The Ch'ing Game," a simulation for teaching Chinese history developed by Robert Oxnam of Trinity College. The FAMC is also publishing, in cooperation with the Cornell University International Population Program, an occasional newsletter, "Teaching Notes on Population," which will report on new approaches to teaching about population problems at the undergraduate level.

In a small and introductory way, the commentary contained in the next section of Students, Teachers, and the Third World in the American College Curriculum points out some of the unexploited opportunities for innovation in Third World studies. More important are a series of conferences, to explore different aspects of innovation in undergraduate education in relation to the study of the Third World.

The first of these conferences was held on March 19-21, 1972, under the auspices of the Council and the Johnson Foundation, at Wingspread, the Foundation's conference center in Racine, Wisconsin. The Foundation provided major support for this conference; assistance was also received from a variety of other sources, including the Conference on World Affairs, Inc. A second conference took place in May 1972, at Elmira College in New York, jointly sponsored by the College Center of the Finger Lakes, CISP, the Education Commission of the International Studies Association, and the Center for International Programs and Comparative Studies of the New York State Education Department. The Kansas City Regional Council for Higher Education also organized a regional meeting on innovation in the late spring of 1972 as a follow-up to the Wingspread Conference. It is hoped that other CISP member organizations will develop regional conferences and meetings on some aspect of the broad theme of innovation and international education, as indeed several already have in the recent past.

A special word of emphasis needs to be given regarding this edition of Students, Teachers, and the Third World in the American College Curriculum. It is frankly intended as an experiment, designed to stimulate dialogue between those involved in the project and those to whom it is being circulated for comment and discussion. Like most ventures which attempt, however presumptuously, to break new ground, it raises far more questions than it answers. Here are just a few on which we would particularly welcome comment and reaction:

> Is it possible to define "innovation" in relation to Third World studies meaningfully or is this the impossible task we have suggested it is?
>
> Are we taking too dour a view of innovation in Third World studies? Is it indeed more widespread than our findings suggest?
>
> Are there innovations in undergraduate education other than those we have mentioned which might be applied to the study of the Third World, or international studies more broadly, but which have not yet been exploited? Would it be helpful to try to il-

lustrate more specifically how some of these as yet unexploited opportunities might be used?

How relevant are efforts to identify "institutional" innovations related to the study of the rest of the world, some of which have been briefly cited in the commentary which follows? Would it be desirable to have more detail on these efforts at substantial structuring (or in a few cases restructuring) of undergraduate institutions to build in a fundamental international dimension?

In describing innovation in the classroom and in specific courses of study, how much detail is useful? Are the actual materials used in or developed by such "innovative approaches" needed?

How best can the section of illustrative examples of "innovations" be organized - by type of innovation (as we have done here), by major discipline or field of study, or some other basis? If it is organized by type as here and assuming the number of illustrations given increases significantly in subsequent editions of this publication, would there be any point in an index by subject matter in terms of both discipline and geographical area?

What have we left out by way of specific illustrations of "innovations" with which you are familiar and which you think should be included? What have we included that you think should be left out because, by your own standards of what is innovative and what is not, the illustrations do not qualify?

We have conceived of this edition of Students, Teachers, and the Third World in the American College Curriculum as the first step in initiating a dialogue about these and other similar questions. We look forward to continuing this dialogue, already initiated at Wingspread and other recent conferences, at future conferences and through correspondence and personal discussion in the months and years ahead. We hope also to use the information network currently being initiated by the Foreign Area Materials Center, Intercultural Studies Information Service, in order to disseminate new ideas and materials about innovations related to the study of the Third World as these come to our attention.

A word needs also to be said regarding the substantive focus of the FAMC project and this publication. This focus is best conceived as a series of concentric circles of varying intensity of concentration. The innermost circle and the one which has received our most concentrated attention is the field of Asian and African studies. The next circle is that of Third World studies, which encompasses not only Asia and Africa but also Latin America, and in certain circumstances, the poor and oppressed wherever they may be, including the more industrialized nations of Europe, North America, and elsewhere. The third circle, which reflects a still broader focus, is international studies generally, including not only studies of other societies and cultures and their interrelationships, but also comparative studies and problem or issue-oriented studies which cut across geographical lines.

Because of the experimental nature of the guide to innovations and because of the temporal, relative, and therefore always changing character of educational innovations, we are considering occasional supplements to the guide and possibly a revision of it. Consequently, just as we have benefitted from criticisms of preliminary versions of this guide, we will continue to welcome comments on this edition. We will also welcome suggestions of additional innovations to be included in any supplement which we may issue or in possible revisions of the guide. In particular, we are anxious to have more innovations on other Third World areas or problems than Asia and Africa.

This publication is a joint effort, involving a number of individuals. Primary responsibility for its preparation is shared by Edith Ehrman, Manager of the Foreign Area Materials Center, and myself, with Miss Ehrman being responsible for preparation of the final sections, containing the illustrations of innovative approaches to the study of the Third World and sources of further information, while I have prepared the preceding commentary about innovation in undergraduate education and Third World studies. Others who have assisted in important ways include Kathleen Hale of the FAMC staff and Mrs. Gail Corbett, Mrs. Barbara Vanat, and Mrs. Betty Coughtry of the Center for International Programs and Comparative Studies. Last, but certainly not least, are the many faculty members who responded so patiently to our queries about the imaginative new approaches to the study of the Third World which they have been developing with their students and which are described in the pages following.

The Foreign Area Materials Center is an undertaking of the New York State Education Department, Center for International Programs and Comparative Studies. The work of the FAMC is also sponsored by the Council for Intercultural Studies and Programs. The purpose of the FAMC is to strengthen undergraduate study and teaching about foreign areas and international problems and issues. A brief note on FAMC and a listing of some of its publications appear at the end of this guide to innovations in the study of the Third World.

Ward Morehouse
Director, Center for International
Programs and Comparative Studies
and
President, Council for Inter-
cultural Studies and Programs

November 1972

A NOTE ON DEFINITIONS OF TERMS

While terms such as those noted below are ordinarily defined by the context in which they are used in the text, it may be useful to bring together in one place some comments on meanings of key words and phrases used in the body of literature on higher education with which this *Occasional Publication* is concerned. For the most part, such words and phrases are used here in their common sense meanings, even though a few of them have more precise meanings when they are used in professional literature in specific academic fields.

Innovation

Innovation means literally, according to Noah Webster's successors, the "act of introducing something new or novel." If we accept the Biblical assertion that there is nothing new under the sun, then an innovation in education or in any other field of endeavor becomes relative rather than absolute. Just as James Thurber used to respond to queries about the welfare of his wife, "Compared to what?", we need to know the context in which an educational idea or practice or technique is considered "innovative." It is not dodging the issue to insist that innovation, taken literally, is impossible to define in general terms in any meaningfully precise or categorical way. These points are further amplified in the text which follows.

Third World Studies

Third World studies encompass not only the peoples and societies of Asia, Africa, and Latin America but, in the eyes of many who use the phrase, the poor and oppressed wherever they may be, including the more industrialized nations of Europe, North America, and elsewhere. We have used the phrase primarily in relation to study of Asia, Africa, and Latin America, but we recognize the value-laden nature of the term and would certainly not want to exclude study of racial and cultural minority groups within the United States and other affluent societies in the modern world.

International and Transnational

Taken more or less literally, "*inter*national" refers to concerns which are common to or affect two or more nation-states. By contrast, "*trans*national" means that which transcends or surpasses the nation-state. In fact the word "international" when it is used to refer to academic pursuits in the phrases "international studies" or "international education" is generally used in an inclusive sense to refer to almost any kind of academic interest which transcends the boundaries of a single nation-state. It is quite possible, of course, to think of studies of certain kinds of issues or problems which are global in nature and which are not defined primarily or exclusively in terms of the interest or involvement of specific nation-states (for example, problems relating to the quality of the world's environment, consumption of non-renewable natural resources, or growth of human populations), and studies of these kinds of phenomena would be more appropriately labelled "transnational" than, as is conventionally done, "international."

In this sense, "transnational" is the more inclusive phrase, for it implies a concern not only with issues involved in relations between nations but also with problems of a more transcendent character affecting men everywhere. Where we have used "transnational" in the text, we have meant to convey this more encompassing view, which we think is held by many of today's college students who find the more traditional term "international," taken in its literal meaning of referring to relations between nation-states, as too confining and limited. Otherwise we have followed the conventional use of "international" as we suggested it is conventionally defined above.

It is important to note that the phrases "international" and "transnational" also have more precise meanings in the field of law. "International" refers, in the more strict professional or technical usage, to issues to which nation-states are parties. "Transnational law," according to the classic definition of Philip Jessup, includes "all law which regulates actions or events that transcend national frontiers" (Storrs Lectures on Transnational Law, 1956, p. 2). In other words, a treaty between the United States and another country which generates legal issues between the two countries would involve "international law" but a legal situation posed by a U.S. company operating in a foreign country would involve "transnational law."

Intercultural, Crosscultural, Multicultural, and Monocultural

Save in instances where a specific "culture" might be defined in such a way that it was common to two or more nation-states, the term "intercultural" is more inclusive than "international." Putting the matter another way and using "cultural" in the broad, inclusive anthropological sense, all international studies are intercultural but not all intercultural studies are international.

For the most part, the phrases involving the word "cultural" simply take on the common sense meaning associated with whatever prefix is added. Thus, "multicultural studies" suggests studies which are concerned with many different cultures, while "intercultural studies" carries the connotation of the prefix "inter" as meaning "among, between, or together." "Monocultural" in the same manner carries the meaning of the prefix "mono" as being confined to a single culture. "Crosscultural" has much the same literal meaning as "intercultural"; i.e., involving relationships between individuals or groups with different cultural identities.

In actual practice, however, the phrase "intercultural studies" is typically used in an inclusive sense which encompasses "multicultural" and "crosscultural" studies, in much the same manner as "international studies" is usually assumed to include "transnational" studies. We believe the context will make clear the particular meaning we attach to these phrases in the text which follows.

Disciplinary, Interdisciplinary, Transdisciplinary, and Multidisciplinary

"Disciplinary" refers to those studies confined to the subject matter of one of the established academic disciplines in the social sciences, humanities, and natural sciences as they are typically reflected in the college and university curriculum and in the organization of college and university faculties into academic departments such as political science, sociology, history, philosophy, physics, chemistry, and so on. The various combined words linking disciplinary to any one of the several prefixes noted above take on the meanings associated with the prefixes in much the same manner as various combined forms of the word "cultural." Thus, "interdisciplinary studies" suggests studies among or between disciplines in which an effort is made to relate different disciplines to each other in study of a common problem or area. "Multidisciplinary studies" implies studies involving more than one academic discipline without any conscious or explicit effort to relate the disciplines to each other (parallel but separate investigations of a common problem or area). And "transdisciplinary studies" means studies which transcend the confines of specific academic disciplines (some might suggest such studies were "nondisciplinary"). In fact, conventional usage tends not to be very precise, and the phrase "interdisciplinary" usually is employed in a general way to encompass almost any academic activity involving more than one discipline.

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NOVELTY, RELEVANCE, AND SUBSTANCE: COMMENTARY AND SPECULATION ON STUDY OF THE THIRD WORLD

The Gordian Knot of Defining "Innovation"

Innovation, according to Noah Webster's successors to his role as arbiter of the North American variety of the English language, is the "act of introducing something new or novel...a novelty added or substituted." While educational rhetoricians frequently try to imply that an "innovation" is imbued with more substantial qualities, it is, taken literally, a novelty. That does not mean that all educational innovations are trivial, although some certainly appear to be. It does mean, however, that all innovations are relative and temporal.

These two qualities underscore the very great difficulty of defining with any precision what an innovation in the field of education is. What is the life span of an "innovation?" Is it anything new? If it is, new in what sense - the first time at a particular institution or the first time ever? Who decides what is an "innovation" and what is not?

The questions go on and on but those raised in the preceding paragraph are sufficient to make the point. There are no categorical or universally accepted criteria of an "innovation" in the field of education. In the present undertaking to survey innovative practices in undergraduate education related to the study of other societies and traditions, we have been under no illusions that we would find answers to such questions. And our expectations have been fulfilled because there are no answers, at least those which would find widespread acceptance over extended periods of time. We have become conscious, however, that the easy flow of rhetoric regarding innovation in education often obscures shoddy intellectual standards of performance. Needless to say, the contrary is also true. New ways of confronting and analyzing human experience which are both imaginative and intellectually rigorous, not to mention "relevant" to student concerns, are often dismissed because they challenge too sharply established ways of ordering knowledge of man and his works.

Innovation in American Education - Another Fading Phenomenon of the Sixties?

Before proceeding to link these general observations about innovation with studies of Asia, Africa, and other parts of the Third World in the undergraduate curriculum, something needs to be said about what now appears, with the benefit of hindsight, to have been another of those transient phenomena which manifested themselves in so many different aspects of American society during the 1960's. Education, as a basic social institution, is in the last analysis responsive to the needs of and demands placed upon it by the society of which it is a part. Viewed in this manner, the widespread manifestation of concern with doing something new in education, or innovating, if you prefer, during the 1960's is not so surprising. For the 1960's were the post-Sputnik decade when there was sudden realization that those dull-witted peasants and hot-headed radicals in the great Russian heartland of the Eurasian landmass were beating us at our own game of scientific and technological excellence. Since the foundations of scientific and technological excellence are generally believed to lie in the formal educational system, our national concern with the Soviet achievements of the late 1950's was translated into a belief in the general backwardness of our educational institutions.

This concern was soon compounded by issues closer to home when our schools and colleges came to be seen by society at large, and particularly by political leadership confronted with the need to do something about rising levels of social and racial tension, as the primary instruments for a final realization of the American dream of true equality of opportunity. The consequence of these factors was that public patronage was lavished on our formal institutions of education in the expectation that they would change themselves so that they would in turn make possible fundamental changes in the larger society.

This is not the place to examine the effectiveness of the response by American educational institutions to such needs and demands. For our present purposes, it is sufficient to note that, faced with these freshly articulated needs and demands, American educational institutions began to take an active and intensive interest in the question of how to change themselves in order to respond better to the requirements and expectations of society.

This question, often as not, was formulated in terms of not how to become more effective but rather how to become more innovative. Along with the pursuit of excellence which dominated the early post-Sputnik years the preoccupation with innovation was soon elevated to the highest rhetorical levels of American education.

Yet it would be misleading to suggest that all of the concern with innovation in American education in the 1960's was simply rhetorical. The rhetoric surely helped to stimulate a substantial increase in serious, sustained investigation of the process of changing complex social institutions like education. That interest, of course, was not new. Social psychologists, sociologists, and students of organizational behavior from other fields have been concerned for a long time with trying to enlarge our understanding of how complex institutions change and what can be done to stimulate change along desired lines. But a glance at the outpouring of studies, surveys, conferences, and other efforts in the 1960's to increase our understanding of the process of change within education itself suggests an exponential growth of renewed interest in educational innovation during the last decade.

The literature on innovation and education is vast, and much of it only indirectly related to our more immediate concerns. Some of the basic bibliographies and studies are cited in the footnote to this paragraph. Others more directly related to the undergraduate curriculum in general and studies of the Third World more specifically are given in the concluding section of this Occasional Publication on sources of further information.[1]

Tribal Intellects and Post-Modern Students

Over a decade ago, the then Dean of the College at the University of Chicago, F. Champion Ward, contributed a thoughtful and provocative article to the Journal of General Education, entitled "What Did Confucius Say?: Animadversions on the Tribal Curriculum."[2] His basic thesis was that American undergraduate education, absorbed in its preoccupations with its own historical tradition and contemporary social environment, reflected essentially a tribal outlook on the rest of the world.

More than ten years later, college faculties are still largely inhabited, and in many cases dominated, by tribal intellects. These tribal intellects on college faculties have been increasingly confronted by a "post-modern" generation of students (to use Kenneth Keniston's phrase) who are frequently universalistic in outlook and almost invariably are demanding different kinds of educational experience than preceding generations of students.[3]

The characteristic way in which undergraduate institutions have responded to this confrontation is to concede the need for change but not for universalism (or more properly, globalism). The tribal intellects, granting the need for change in the methods of education, find nothing inconsistent in standing pat on the content of education by advocacy of the doctrine of relative significance. To paraphrase George Orwell's dictum on equality in Animal Farm, all fields of knowledge are important but some fields are more important than others. As Lionel Trilling, the well known critic and professor of literature at Columbia, is said to have retorted to a student demand for courses on African and Latin American literature during the height of the student rebellion at Columbia in the spring of 1968, such literature is of "anthropological interest."*

The dominance of the tribal intellects in shaping the liberal arts curriculum is increasingly being challenged by our perceptions of a rapidly changing social reality now and in the foreseeable future, particularly on the part of students. Today's generation of college and university students may in fact be more prophetic and foresighted than many of the older generation give them credit for. Is it possible that they perceive more clearly the radical changes which are likely to occur over the remaining years of this century, and the kind of world which will confront them when they assume major positions of leadership in American society? Is it because today's generation of students is demanding relevance to the real world with which they will have to contend in the future that student interest continues to run so strong in the transnational dimensions of the undergraduate curriculum?

C. P. Snow, in a thoughtful address given in November of 1968, at Westminster College in Fulton, Missouri, has expressed the case for "relevance" of these dimensions of undergraduate education in compelling words:

> One hears young people asking for a cause. The cause is here. It is the biggest single cause in history; simply because history has never before presented us with such a danger. It is a very difficult cause to fight, because it will be long-drawn-out, it is going to need using political means for distant ends. We have to stop being trivial. Many of our protests are absurd, judged by the seriousness of the moment in which we stand... Politicians have to cope with the day's tasks...It is the duty of all the rest of us, and perhaps most of all of the generations which are going to live in what is now the future, to keep before the world its long-term fate. Peace. Food. No more people than the earth can take. That is the cause.[5]

"Relevance" and Traditionalism in Third World Studies

The cry for "relevance" on the part of students has been a major factor in generating rhetorical, as well as serious, interest in innovation in American higher education in recent years. Given the millenial prospects now before mankind which C. P. Snow sets forth so eloquently and in view of the extraordinary resurgence of Third World peoples everywhere, including racial and cultural minority groups in the United States in recent years, the rapid growth of interest in study of the Third World in American colleges and universities is understandable. What is remarkable is the generally "traditional" character of Third World studies which are themselves in part a response to student demands for "relevance" to the real world of the present and the future, at least as they perceive it.

The External Degree, University Without Walls, and non-traditional learning in various guises all open up additional possibilities for transnational educational experiences, not the least being the kind of learning which comes from experiential encounters with other societies and cultures through working and living abroad. The "democratization" of American higher education through open admissions and similar schemes likewise has the potential of stimulating greater awareness of the cultural diversity of the world in which we live, whether within the United States or elsewhere, on the part of "majority group" students who, given the increasingly segregated residential patterns characteristic of a larger and larger proportion of these United States, are effectively isolated from those of different racial and ethnic backgrounds until they reach college. The concerns with moving beyond disciplinary scholarship to interdisciplinary (more properly, multidisciplinary -- or at an even more visionary level, "transdisciplinary") pursuits and the continuing demand for "relevance" in relating the undergraduate curriculum to real problems of society again open up exciting new possibilities for adapting the undergraduate curriculum to meet the challenges of human survival in the future. Examples of such possiblities could also be given in many other areas of "innovation" achieving prominence in American higher education as we struggle to grapple in our colleges and universities with the implications of widespread and rapid social, economic, and political change everywhere, including (perhaps especially) the Third World.

Here and there, one encounters occasional beachheads of concrete interest in the Third World in relation to these more general innovations in higher education. For example the New York State Education Department's College Proficiency Examination Program, on which the New York State Regents' External Degree is being based, now includes proficiency examinations in African and Afro-American studies and Puerto Rican studies. But for the most part, studies of the Third World have tended to remain largely untouched by such innovations.

Ethnic Studies as Educational Innovations

This leads us to so-called ethnic studies as an area of innovation in American higher education, which may be a partial exception to the "traditionalism" of most studies of the Third World. Academic programs on racial and cultural groups in the United States have emerged with great rapidity over the past decade, particularly the last four or five years, and reflect a long overdue effort to remove a set of intellectual and cultural blinders which have given the liberal arts curriculum in many institutions a myopic view of the pluralistic world in which we live, at home just as much as abroad. For the most part, these programs of so-called ethnic studies have concentrated on black and Puerto Rican (and other Spanish-speaking American) cultural backgrounds and contemporary affairs.

Evidence is very scanty, and in any event, many ethnic studies programs are so recent that trends are not yet apparent. But what evidence there is suggests that, at least as far as student majors are concerned, ethnic studies programs in most colleges and universities are not "intercultural"; i.e., students of one cultural background studying another culture. Students majoring in black studies programs tend to be predominantly black, majors in Puerto Rican study programs predominantly Puerto Rican, and so on. In individual courses, particularly where these may serve the requirements of other major fields of concentration, enrollment will be more mixed; for example, at The City College of New York, where education majors are required to take courses in the black heritage and the Puerto Rican heritage. For the most part, however, ethnic studies programs appear to be "mono-cultural" in much the same manner as most of the rest of the liberal arts curriculum in the social sciences and humanities has been by tradition; namely, "mono-cultural" studies of Western civilization and its contemporary development on the North American continent by white American undergraduate students who are a product of this civilization and its contemporary manifestation in the Northern Hemisphere of the New World. (Indeed, the most significant "intercultural" aspect of the traditional liberal arts curriculum has probably been the involvement of black, Puerto Rican, and other minority group students, as well as foreign students, in the study of Western civilization generally and the white Protestant Anglo-Saxon "variant" of that civilization specifically.)

Ethnic studies programs, whether "mono-cultural" or "intercultural," clearly represent an innovation in content in the undergraduate curriculum. In many cases, they appear also to include important innovative ideas and approaches. Because such programs are relatively new as academic areas of concern and therefore "undercapitalized" in terms of intellectual content, the whole thorny problem of evaluating the effectiveness of these ideas and approaches remains largely unresolved, and in some cases, unconfronted. But it is clear that some of the more imaginative approaches are found (along with some of the most traditional and counterproductive) in programs for "disadvantaged" students entering institutions of higher education in increasing numbers through "open admissions" plans and related schemes. These more imaginative and less traditional approaches to the needs of particular kinds of students are breaking new ground in the important but very difficult area of personal and social adjustment of the individual student where the complex interrelationship of the affective and cognitive domains is central in the learning process.[6] There is little evidence to suggest, however, that these approaches have had much impact on the mainstream of American undergraduate students, especially in terms of enlarging their understanding both affectively and cognitively of the poor and oppressed everywhere who are, in a psychological sense, the "Third World."

Other Unexploited Opportunities for Innovation in Third World Studies

When we turn to the area of self-instructional materials, programed learning materials, and materials which in general try to exploit the new possibilities which educational technology offers us, one is struck again by the limited exploitation of these kinds of opportunities which has been made in order to advance knowledge, understanding, and empathy for the Third World. There are again, to be sure, exceptions; for example, the Cross-Cultural Learning Centre at the University of Western Ontario or the Program of Self-Instruction in Critical Languages which has been sponsored for the past three years by the Council for Intercultural Studies and Programs. But there is a whole rapidly emerging area in the use of computer simulations and learning packages which is being exploited more and more within the broad field of international studies (with an emphasis on international relations and political science) but hardly at all in relation to Third World studies. The computer simulations and "learning packages" which have already been developed (with more in prospect under a National Science Foundation-supported program of the International Studies Association to provide grants to college teachers to develop such packages) by Professor William Coplin and his colleagues in the International Relations Program at Syracuse University or the Plato computer system at the University of Illinois, in which students take part in gaming simulations representing political situations, are cases in point.[7]

Even less exalted uses of simpler forms of the technology of communications appear to have been little exploited in connection with Third World studies. Lectures by telephone, for example, are by now relatively old hat in smaller, more isolated institutions because they enable such institutions to have access to leading scholars and men of public affairs who would often not be able or willing to visit the campus. But we have thus far identified only one or two tangentially related instances where the telelecture has been used in study of the Third World. Hopefully there are many more instances which have in fact occurred and of which we are simply unaware.

Another important area of "innovation" in undergraduate education that seems relatively unexploited in relation to Third World studies is student-designed courses, programs, and other learning experiences. This is sufficiently well established at some institutions that it may no longer be considered to be much of an innovation, but given the right kinds of students and the right kind of educational environment, such courses can be (needless to say they are not always) stimulating and significant learning experiences.[8] The basic argument for such courses is, of course, that when they are derived directly from what interests students, students are much more likely to pour their energy and enthusiasm into such courses, with the presumed result of a far greater quantum of significant learning (although sometimes the learning is about rather insignificant subjects!). A good recent illustration which would be applicable to a great variety of Third World situations is a student-designed course at Hampshire College entitled "Holocaust," which is an effort to document, through various media of communication, the Nazi treatment of the Jews during the Second World War in Europe, and to explore the implications of these events for contemporary civilization.[9]

Student-designed learning experiences, particularly independent study projects, also figure in "January term" and other short courses which have become quite widespread with changes in the academic calendar on many American campuses in the last few years, yet another manifestation of the "experimentalism" which has been particularly active on the American higher education scene during the 1960's. Other January term courses provide a more organized learning experience, often on a single topic, issue, or problem which would not be likely to fit in the regular college curriculum. A glance at the Cooperative Listing of Interim Term Courses for January 1972 issued by the 4-1-4 Conference, an organization of colleges around the country, based at Eckerd College (formerly Florida Presbyterian College) in St. Petersburg, reveals that a substantial proportion of at least those January term courses open to students from institutions involve overseas experiences. But here again the Euro-centric character of so much of the international outreach of American undergraduate education manifests itself. The continent of Africa boasts seven such programs while for England there are 36; two programs are listed for India and 18 for France. The chances are the imbalance would be even greater if figures on numbers of students enrolled in different programs were available. For it is likely that programs to places like India and Africa have relatively small participation while those to Western Europe, for which it is much easier to attract students because of lower costs and greater familiarity with European history, culture, and languages, probably have far larger numbers of students.

Here again, there are important exceptions. For example, some of the illustrations included in the next section under the heading "Students as Teachers and Architects" reflect the importance of a significant student role in the learning process, as do some of the study abroad programs cited (out of many more that might be included) such as the Friends World College curriculum or the Yale Five Year B.A. Program.

While area studies has been one of the long established academic frameworks for study of the Third World of Asia, Africa, and Latin America, significant new departures which are multidisciplinary in character and which have a problem or issue focus are only beginning to reach out to the Third World. Indeed, in many cases they are only beginning to assume any kind of transnational dimension. One thinks, for example, of the whole field of urban studies, very much in vogue at the present time in American colleges and universities, or environmental studies, likewise in vogue these days. In all too many cases these are excessively preoccupied with local, or at best North American, data and problems, although gradually a transnational dimension is beginning to emerge.

A good example at the undergraduate level is the Great Lakes Colleges Association Program of Comparative Urban Studies, which is manifesting itself in a faculty curriculum development and training project in Yugoslavia in the summer of 1972 and a GLCA "European Term" on comparative urban studies in the first quarter of the 1972-73 academic year. The next great frontier in comparative problem or issue-oriented studies is to move beyond the confines of Western civilization and its development on the North American continent to the Third World where most of mankind now lives.

The kinds of obstacles encountered by both problem or issue-oriented academic programs and area studies programs underscore one of the major inhibitions on introducing significant innovation in Third World studies in the undergraduate curriculum; namely, the conventional organization of the curriculum and the faculty along the lines of established academic disciplines. The March 1972 Wingspread conference on innovation and the Third World sponsored by the Council for Intercultural Studies and Programs and the Johnson Foundation made abundantly clear that in all too many institutions, the inability of concerned faculty and students to surmount this fundamental fact of academic life typically has meant that, even when innovations were introduced, frequently with the stimulus of outside support or interest, the innovations proved to have little durability once that stimulus was withdrawn because the academic departments, which control not only the curriculum in most institutions but also career patterns of faculty members, soon reassert themselves. The basic character of this obstacle to significant change naturally raises the question of whether it is in fact possible to introduce in a fresh and imaginative manner studies of the Third World in well-established institutions, at least in ways which will involve substantial numbers of students and will therefore tend to disturb the existing vested interests of the faculty. The potential role of new institutional structures in the study of the Third World is the logical next point in this discussion.

New Institutional Structures and the Study of the Third World

Mention of Friends World College and of "Open University" or non-traditional learning arrangements cited previously lead us to an important arena for innovative approaches to the study of the Third World. The innovations described in the next section of Students, Teachers and the Third World in the American College Curriculum are in many ways cosmetic changes in the educational process rather than more fundamental and far-reaching reforms which are typically much more difficult for an individual faculty member or a small group of students to achieve because they involve a basic reorientation of a total institutional structure and environment. Given the rigidities which characterize academic institutions everywhere, this is extremely difficult to do with well-established institutions with their own traditions and vested interests of the faculty. Indeed, that may well be why there is relatively little interest related to the Third World within the context of more "general" innovations in American higher education; namely, that Third World concerns occupy, within the total spectrum of American higher education, a very small and essentially peripheral place in the academic firmament.

To the degree that this situation is in fact a major obstacle to the further development of Third World studies along innovative lines, recently established institutions with a substantial international, if not Third World, emphasis, assume a greater importance, as do the so-called "Experimental Colleges," some of which are long established but have an equally long tradition of willingness to try out new ideas. In the latter context are institutions such as Goddard College, Bard College, or Antioch College, and some of the other institutions associated with the Union for Research and Experimentation in Higher Education which has been organized as a consequence of the initiative of Samuel Baskin of Antioch College (also the prime mover behind the more recent "institutional innovation" - the University Without Walls).[10] All have some interest in Third World studies, some of it notably "innovative" in character (for example, Frank Wong's imaginative use of television documentary footage in involving students in examining the anatomy of an urban disorder in Hong Kong, which is described in the next section of this Occasional Publication).

There are also recently established institutions which reflect an important commitment to the study of the Third World and which, bearing in mind the difficulties of defining with precision the word "innovative," at least strive to be "novel" in their approach to providing undergraduate education. Friends World College is one example, but there are also others with either a specific Third World focus or a more general international orientation. For example, Callison College, one of the "cluster" colleges at the University of the Pacific in Stockton, California, is committed as a matter of principle to providing a Third World experience for its entire sophomore class (most of whom spend a year studying in either India or Japan). Other examples include Justin Morrill College at Michigan State, the University of California at Santa Cruz, Raymond College, another "cluster college" at the University of the Pacific, and a college still in the process of being established, Dag Hammarskjold College in Columbia, Maryland. More conventional in its curriculum but with the definite commitment to providing a truly "global" perspective on the world for all of its students is another relatively new institution named after a leading public figure of the postwar decades, Eisenhower College, in Seneca Falls, New York.[11]

"Experimentalism" has, of course, long been a characteristic phenomenon of the American higher education scene, although always an essentially minor element on the periphery of that scene. What is distinctive about the 1960's is that this tradition of "experimentalism" began to move out of the wings, although it certainly never reached center stage in the sense that the mainstream of college and university students were involved in explicitly and self-consciously experimental institutions or experimental colleges within larger established institutions. One of the most comprehensive descriptions of these experimental ventures is a volume by John Coyne and Tom Hebert, This Way Out; A Guide to Alternatives to Traditional College Education in the United States, Europe, and the Third World. The experimental colleges described by Coyne and Hebert range all the way from long established institutions such as Goddard, Bard, and Antioch to newly established independent ventures such as Hampshire

College in Massachusetts and Prescott College in Arizona, new colleges within large universities like those mentioned at Michigan State and University of the Pacific, and non-accredited, open-ended, "free universities," a small handful of which have been around for some time and one or two of which even appear to be "making it" by moving toward accredited status as "regular" colleges. (Whether this will kill off the spirit of free inquiry which characterizes such places remains to be seen; those involved obviously hope and believe it will not.)

An examination of what Coyne and Hebert have to say about these experimental ventures reveals much the same condition about the place of Third World studies as in American undergraduate education generally; namely, that during the 1960's such studies began to move from the periphery (in many cases they were not even on the periphery before) of the higher education scene but they certainly never made it into the mainstream of educational experience for the vast majority of students involved in experimental colleges. This observation is true notwithstanding the handful of experiments along the lines mentioned in the preceding paragraphs which make studying some aspect of the Third World a mandatory part of the individual student's education. It is probably the case that opportunities for study abroad generally are more widely available and in many cases more imaginatively designed in experimental colleges than in run-of-the-mill undergraduate institutions. As Coyne and Hebert reveal in their book, in a good many cases there exists among several study abroad options at least one in Asia, Africa, or Latin America. But the existence of such options is a far cry from getting Third World studies into the mainstream of the experimental college movement which mushroomed in the 1960's.[12]

While Third World studies are certainly not on center stage of the experimental college movement, the existence of experimental institutions built around some central international, if not necessarily Third World, concept or experience does illustrate one basic point in the task of achieving any significant reorientation of American undergraduate education. It is often easier to make significant new departures which reflect a more balanced view of the world as it is and as it is likely to become (rather than the Euro-American centered focus which characterizes most undergraduate curricula) by starting something new than by changing what already exists. With, however, the rapid deceleration in the growth rate of American higher education over the last two to three years and the increasing financial pressures on all existing institutions, it is a moot point how live an option to enlarging study of the Third World along innovative lines the establishment of new institutions is going to be for the balance of the 1970's.

Finally, there are important new departures in the whole area of preparation of teachers for the elementary and secondary schools which have a potentially far-reaching impact on the outlook of American society on the Third World over the remaining decades of this century.

These departures appear to be, thus far at least, virtually completely untouched by a significant concern with the Third World or even learning about other cultures generally. This may be partly because some of these departures are still very new and by no means widely accepted within elementary, secondary, and teacher education. Yet there would seem to be a clear need for enhancement of cross-cultural skills in communications and learning through such structures and techniques as teacher renewal centers and competency-or performance-based teacher training and certification. In general, these structures and techniques seek to diminish the relative importance of higher education in the preparation of teachers for the schools and to increase the role of the local school district and the community which it serves. The amount of leverage which colleges and universities will have on some of these new departures may, therefore, turn out to be marginal. One effort to try to inject a cross-cultural element into some of these new structures and techniques is the Tri-State Compact for Polycultural Education, which consists of concerned school districts, institutions of higher education, and state education agencies in Connecticut, Massachusetts, and New York. The Compact, however, is still in the process of identifying for itself a meaningful role as it moves toward some kind of concrete embodiment.

Evaluating Innovation - Another Gordian Knot

Anyone who has occasion to explore the area of literature and ideas about innovation and change in the formal educational process soon becomes aware of the very slippery terrain of evaluation. Since change in and of itself presumably has little virtue, the critical question obviously becomes that of determining what is "educationally effective" and what is not.[13] This in turn raises a whole set of thorny issues about what standards and whose criteria are to be used, even assuming that valid techniques of measurement are available.

Yet is is clear that without some means of evaluation to determine what is effective and what is not, innovations in formal education, whether they are concerned with the Third World or with any other aspect of human experience, are not likely to get very far. Given the conservative nature of institutions of formal education and the professional guilds which dominate them, the task of "innovating" is at best an uphill fight. Concern with "traditional" academic standards is, far more frequently than not, used as a means of blocking significant changes in formal education. The problem becomes exacerbated when one attempts to link innovations in technique with innovations in content, as is typically involved in innovations related to the study of the Third World. Nonetheless, demands for some kind of accounting of educational performance from those involved in innovative approaches to the study of the Third World cannot be ignored. This is an area which once again seems almost untouched by much of the current activity of an innovative character related to the Third World.

Related to this problem of evaluation is the larger question of the extent to which innovations in higher education generally, and particularly those related to the Third World, are based on what we have been discovering in recent decades about the learning process. Largely the domain of social and educational psychologists, research on the learning process has made significant progress in the postwar period. But the involvement of such individuals in innovation at the higher education level generally appears to have been minimal. This absence becomes almost total when one looks at innovations related to the study of the Third World. Perhaps this is why Third World studies at the high school level seem to be so much more "innovative" in approach and technique than at the college level.[14]

The Gentle Art of Persuasion and Other Strategies for Change

Given all the obstacles, difficulties, and uncertainties besetting the introduction of innovative approaches to the study of the Third World, a not unreasonable skeptic would be driven to ask whether the game is worth the candle and whether in fact it is possible to do anything significantly fresh or imaginative in introducing American college students to studies of the Third World. The answer is clearly yes as the next section of this publication abundantly reveals. But it is also very clear that the rate of progress in introducing such innovative ideas is very slow and touches relatively few students and teachers. If this is the case, the obvious next question is to identify tactics and strategies for increasing the rate of progress and the spread of impact upon an ever larger circle of faculty members and students.

College teachers have a long standing and by no means unfounded distrust of pedagogical techniques which, they feel not without reason, quickly descend to mere gimmickry if they are not firmly rooted in scholarly knowledge and understanding of the subject. From this it follows that innovative ideas cannot be sold to dubious and in some cases just plain resistant faculty members, simply because of the attractiveness of technique involved. The faculty member concerned must be persuaded of the merits of the new technique or idea on intellectual grounds.

Many college teachers, to pursue this point further, see the classroom primarily as a place where information is dispensed and not as an environment in which problems are considered and conclusions reached by individual students as an outgrowth of their examination of particular situations. Most information, however, can be more efficiently and rapidly dispensed through books, magazines, and other media which can be used outside of class than through class lectures. If the instructor can be persuaded that there are more efficient means of purveying information, he may then be persuaded that valuable class time should concentrate on learning situations in which there is increased involvement of students which in turn, by making them more active partners in the learning process, assures a higher degree of retention and understanding of the information dispensed in other ways.[15]

A number of institutions have recognized that if college teachers are to adopt less traditional approaches in the classroom, they will need inspiration, encouragement, and support. Several institutions provide small grants of financial aid to faculty to try out new ideas, disseminate information about experiments being tried elsewhere, and otherwise try to assist the individual college teacher.

One good example is Syracuse University which has set up a Council for Academic Innovation to give recognition to new approaches to education among the faculty. (A glance at the Council's summer 1971 Report on Innovative Teaching at Syracuse University reveals again the vexing problem of defining innovation since much of what is described in this report, although it is almost certainly new for the individual professor and possibly new at Syracuse, would be relatively old hat at other institutions of a more experimental character.) Syracuse has also established a Center for Instructional Development which provides "support services" such as audio-visual and graphic facilities to produce teaching aids for the individual professor, as well as assistance in research and evaluation to design instruments and procedures to gather data on student attitudes, interests, priorities, and performance.[16] Such efforts by institutions to try to change the classroom behavior of their own faculty do not, of course, address themselves to issues of intellectual parochialism implicit in the Euro-American-centered undergraduate curriculum which is in fact what the vast majority of American college students encounters.

Conferences, workshops, and use of media of professional communications such as learned society newsletters are all exercises in the gentle art of persuasion which seek to convince doubting Thomases in college faculties of the superior efficacy of new approaches to the study of the Third World in terms of what their students understand and remember from these studies. Faculty seminars and other training or "development" activities, such as the overseas seminars in various parts of the Third World organized under the auspices of the Council for Intercultural Studies and Programs by its member associations might also with profit expose teachers participating in these programs to newer approaches to the study of that part of the Third World with which the faculty seminar or a similar activity is concerned. And of course, to repeat a familiar lament, we would doubtless progress more rapidly if graduate education for college teachers were to give some attention to problems of teaching which all too rarely happens at present in any field of academic concern, and only very infrequently in some aspect of the study of the Third World.

There are, to be sure, numerous other ways of bringing about change in undergraduate education, some of them not so gentle. Student confrontations in the late 1960's probably have done as much to bring about change in the curriculum as several decades of polite argument among faculty members. External pressures and rewards, particularly in the form of financial inducements by government and foundations, are yet another means of bringing about change, and historically it certainly seems to be the case that the progress which has occurred in the postwar decades in building up Third World studies from a nearly nonexistent base has been as a consequence of such external encouragement. But college faculties and the institutions which they inhabit also show a remarkable capacity for subverting over the long run the objectives of their patrons by gracefully accepting outside dispensations and then proceeding to do as they have always done!

Set against these general observations about problems of achieving change in institutions of higher education is the circumstance that much of the thrust for significant innovation in American higher education in the postwar decades (for there has been significant change, notwithstanding the difficulties to which we have referred) has evolved largely without reference to studies of the Third World. Had the contacts and interaction between advocates of educational change on the one hand and proponents of the Third World studies on the other been more numerous, study of the Third World might have progressed more rapidly than it has.

In sum, there are still all too few linkages between the universe of individuals, institutions, and activities involved in introducing change at all levels of education on the one hand and that universe of interest and activity which is directed toward enlarging our knowledge and understanding of the Third World in undergraduate education on the other. Important beginnings have certainly been made, but far greater opportunities remain to be exploited as we press forward with the challenging task of making undergraduate education "relevant" to the real world of the future.

The Future for Innovation

We did not mean to imply, when we posed the question of whether educational innovation was another "fading phenomenon" of the 1960's, that efforts to bring about significant change in American education at all levels, including our colleges and universities, would cease with the advent of a new decade. We are far enough into the decade of the 1970's to know that this is not the case. Indeed, there are some who argue that the need for still greater change is much more urgent in the 1970's, particularly as education is beginning to level off after a period of rapid growth and society is having second thoughts about what it believes the formal educational system generally, and American colleges and universities more specifically, can accomplish.[17]

Some speculators on what lies ahead in the remaining decades of this century suggest that far more fundamental and far reaching changes are in prospect for our colleges and universities than seemed possible even when the spirit of experimentalism was riding high in the 1960's. Alvin Toffler puts it this way in Future Shock:

> Long before the year 2000, the entire antiquated structure of degrees, majors, and credits will be a shambles. No two students will move along exactly the same educational track. For the students now pressuring higher education to destandardize, to move toward superindustrial diversity, will win their battle.[18]

Two years after Toffler's book was first published and in the wake of a presidential election which many interpret as a decisive expression of a significant minority of their desire to keep things pretty much as they are, Toffler's speculation about the future of American higher education seems somewhat less than plausible.[19] As Norman Kurland and other students of the process of educational change have repeatedly pointed out, it is far easier to start something new than to change what already exists.[20] This suggests that, if only because of the levelling off of growth rates for higher education in the 1970's, in terms of both students and budgets, achieving substantial and far reaching changes will not be easy, for we are in essence locked into what we already have.

If efforts at significant change fail in the 1970's and beyond because of the "slow growth" or "no growth" situation into which higher education is entering and if society becomes more and more disenchanted with the way in which it perceives our colleges and universities are responding to real needs of society, we may of course begin to move toward the ultimate innovation; namely, the abolition of formal institutions of education as we now know them. Paulo

Freire, Ivan Illich, and others of similar disposition argue that the present system of formal education represses learning and oppresses the learner and that we must change radically the way in which we go about providing for the education of future generations of our citizens.[21]

What impact these kinds of possibilities will have on efforts to enlarge our knowledge, understanding, and awareness of the Third World remains to be seen. But we do know two things about the future of our relationship with the Third World of Asia, Africa, and Latin America. The first is that by the year 2000, four out of five human beings, 80% of all mankind, will live in the Third World, making us an even tinier minority than we now are. The second is that the gap between the poor societies of the Third World and the rich societies, primarily but not exclusively in the Northern Hemisphere, will increase dramatically, perhaps doubling in the next 28 years. These two facts about the future alone suggest that the educational importance of the Third World for future generations of American students will not diminish. On the contrary, everything we know about the future suggests that the problems and needs of Third World peoples will push ever more insistently onto the world's center stage as mankind embarks on another millennium in the year 2001.

Notes

1. Standard bibliographical sources on innovation in education include Norman D. Kurland and Richard I. Miller, Selected and Annotated Bibliography on the Processes of Change, Albany: State Education Department, University of the State of New York, 1966; Ronald G. Havelock and others, Planning for Innovation: A Comparative Study of the Dissemination and Utilization of Scientific Knowledge (Final Report on Project No. 7-0028, Bureau of Research, U.S. Office of Education), Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, July 1969; Havelock, Janet C. Huber, and Shaindel Zimmerman, Major Works on Change in Education: An Annotated Bibliography with Author and Subject Indices, Ann Arbor: CRUSK, ISR, University of Michigan, October 1969; and Everett M. Rodgers and Leticia Smith, Bibliography on the Diffusion of Innovations (Diffusion of Innovations Research Report No. 3), East Lansing: Michigan State University, College of Communications Arts, July 1965. (While the last-named bibliography grows out of a project concerned with investigation of technological innovation in less developed countries, it contains a number of entries relevant to diffusion of educational innovation in all human societies, including that of the United States.)

The work of Ronald G. Havelock in this field is basic; see his A Guide to Innovation in Education, Ann Arbor: CRUSK, ISR, University of Michigan, 1970. Havelock's recent writings include "The Utilisation of Educational Research and Development," British Journal of Educational Technology, May 1971, pp. 84-98, and "Innovations in Education: Strategies and Tactics," (A CRUSK-ISR Working Paper), 1971.

Other important works dealing generally with the subject of innovation in education which appeared in the 1960's include Matthew B. Miles, ed., Innovation in Education, N.Y.: Columbia University, Teachers College, Bureau of Publications, 1964; Ontario Institute for Studies in Education, Emerging Strategies and Structures for Educational Change (Proceedings of the First Anniversary Invitational Conference, June 12-15, 1966, Publications Series, Number 2), Toronto: The Institute, 1966; and the various publications and reports of the Eight-State Regional Elementary and Secondary Education Act Title V Project based in Denver, such as Emerging Designs for Education: Program, Organization, Operation and Finance (Reports Prepared For an Area Conference), Denver: Designing Education for the Future: An Eight-State Project, May 1968.

For the undergraduate curriculum, a good recent survey, which underscores how little significant "innovation" there has been during the past decade in undergraduate education, rhetoric to the contrary notwithstanding, is Paul Dressel and Frances H. DeLisle, Undergraduate Curriculum Trends (ACE Monograph), Washington: American Council on Education, 1969. Reflecting the thrust toward experimentation in American higher education in the 1960's is Neal R. Berte, ed., *Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts about Experimentalism* (Report of a January 1972 Conference Sponsored by the New College, University of Alabama, University, Alabama, and National Science Foundation), University: University of Alabama, New College, 1972. (Although this report appeared in 1972, the experiments discussed in it were started in the 1960's or at least have their roots in the experimental mood which characterized the 1960's. But as with other "movements" in academia, once a certain amount of momentum has been generated, the "innovation movement" is likely to continue for some time thereafter. Hopefully also the publication of this report at the beginning of the 1970's suggests that "experimentalism" is by no means dead in American higher education, even though the magnitude of enthusiasm for new ideas, particularly those which cost money, as most do, may have diminished substantially.)

2. F. Champion Ward, "What Did Confucius Say?: Animadversions on the Tribal Curriculum," *Journal of General Education*, January 1958. Some of these thoughts on tribal intellects and the tribal curriculum have been expressed in the introduction to the 1970 annual report on the Foreign Area Materials Center, "On Being Different: Animadversions on the Innovative Curriculum," N.Y.: FAMC, April 1971; and in Ward Morehouse, "The Liberal Arts and Tribal Intellects in a Transnational World: Dinosaurs in Another Ice Age?" (Paper prepared for the 58th Annual Meeting of the Association of American Colleges on "The Liberal Arts: Death or Transfiguration?" Shoreham Hotel, Washington, D.C., January 9-11, 1972.)

3. Kenneth Keniston, "Youth, Change, and Violence," *The American Scholar*, Spring 1968.

4. James S. Kunen, "Why We're Against the Biggees," *Atlantic Monthly*, October 1968, pp. 65-68.

5. C. P. Snow, "The State of Siege," *War on Hunger*, January 1969.

6. See, for example, Albert H. Berrian, "Innovations and Trends in Higher Education," (Address before Phi Delta Kappa of State University College, Buffalo, New York, December 4, 1971) and Berrian, "Innovative Teaching: An Overview" (Speech given at the Institute on Innovative Teaching and Counselling, State University of New York at Binghamton, September 9-12, 1970). Growing interest in the processes of intercultural communication also reflects attempts to link the affective and cognitive domains in learning; see David S. Hoopes, ed., *Readings in Intercultural Communications*, Pittsburgh: Regional Council for International Education, 2 vols. (Vol. I: n.d.; Vol. II: June 1972), and RCIE, *Communique: Newsletter of Intercultural Communications Programs*, a bi-monthly newsletter first appearing in October 1970. Some of these paragraphs on ethnic studies programs have been adapted from Morehouse, "The Liberal Arts and Tribal Intellects in a Transnational World," *op. cit.*

7. A former colleague, George Little, Senior Consultant in International Studies at the Center for International Programs and Comparative Studies in the 1970-71 academic year, is working on a guide to computer simulations, games, and similar teaching materials in international studies for the Center.

8. Student-designed learning experiences, as Betty Terhune of Miami University in Ohio pointed out in a comment on one of the preliminary versions of this Occasional Publication, can also include term paper topics which are identified and selected by the students themselves. These kinds of student-designed learning experiences, even though hardly "new" and presumably therefore not generally to be regarded as "innovative," should not be lightly dismissed to the degree that they reflect true student interest (and not simply that carefully "guided" by the professor into a very limited number of possible topics), for they meet one of the basic criteria of innovative approaches to education; namely, making the student a far more active participant in the learning process than is typically the case in a more conventional educational setting. Yet another approach to student-designed learning experiences which might well be applied to studies of the Third World is described in Harry Weiner, Student Task Forces: An Experiment in Interdisciplinary Education (Alfred P. Sloan Foundation Occasional Paper), N.Y.: Alfred P. Sloan Foundation, May 1972. The experiment described actually dealt with public policy issues related to drug use.

9. "Holocaust: A Course Created by Students," New York Times, February 27, 1972. In what seems like a contradictory effort, this course is now being "packaged" for export to other colleges!

10. For a somewhat critical view of the University without Walls, see Herbert London, "University without Walls: Reform or Rip-off?" Saturday Review, September 16, 1972, pp. 62-65.

11. For some recent assessments of new and experimental colleges, see Alan Wolfe, "The Experimental College--Noble Contradiction," Change, March-April 1970, pp. 26-32; Ralph Keyes and others, "The College That Students Helped Plan," Change, March-April 1969, pp. 12-23; and John Coyne and Thomas Hebert, "Goddard College: A Fresh Look at an Old Innovator," Change, Winter 1971-72, pp. 46-52.

12. John Coyne and Tom Hebert, This Way Out: A Guide to Alternatives to Traditional College Education in the United States, Europe and the Third World, N.Y.: Dutton, 1972. "Free universities" are listed and briefly described in Jane Lichtman, FUD: Free University Directory, Washington: American Association for Higher Education, 1972.

13. The imperatives for doing something "new" are potent ones. See a critique of Antioch's First Year Program by Arno Karlen, "The Hazards of Innovation," Change, July-August 1969, pp. 46-53.

14. To illustrate the point, a recent two-hour session on teaching about India with a group of experienced New York State high school teachers, all of whom have had some experience in India or with academic study of India during the past decade sponsored by the Center for International Programs and Comparative Studies, produced as many examples of "innovative" ideas and teaching strategies about the subcontinent as we have unearthed in 18 months of searching under the CISP-FAMC project on innovation in undergraduate education and the study of the Third World.

15. I am indebted to Donald Cody of the City College of the City University of New York for these ideas on the critical importance of providing an "intellectual rationale" for innovation to college teachers.

16. See Syracuse University, Center for Instructional Development: Its Role, Organization, and Procedures, Syracuse: The University, April 1972. An effort similar to the Syracuse Council on Academic Innovation to encourage faculty interest in new ideas and approaches in their teaching is reflected in a newsletter on Innovation and Innovative Programs, which was issued over a two-year period by a special assistant to the President of the University of South Carolina for special projects, Laurence S. Flaum. The original purpose of the newsletter was to bring to the attention of faculty members at South Carolina innovative ideas and practices from other institutions, although in time the newsletter began to achieve considerable circulation outside of South Carolina, as yet another reflection of the widespread interest in almost anything labelled "innovation" at that time. The newsletter ceased publication in 1970 when Flaum left South Carolina.

17. Tom Wicker calls this change in the American mood toward its burgeoning higher education system the "end of an affair" in "America and Its Colleges: End of an Affair," Change (Special Issue: Sorting Out the Seventies), September 1971. Other articles in this issue of Change reflect different aspects of the same posture of American society toward the higher education community in the new decade.

18. Alvin Toffler, Future Shock, N.Y.: Bantam, 1970, p. 273.

19. Notwithstanding his landslide victory in the electoral college, preliminary figures show that Nixon was supported by only some 33% of all American citizens of voting age. What the 45% who did not vote in the 1972 presidential election feel about the need for the kinds of changes being proposed by Mr. Nixon's opponent no one really knows, at least in terms of their performance in the voting booth. But active participation in the political system is what matters in a presidential election. Nixon's victory in the short-term political sense, is, therefore, no less decisive, although the fact that he has commanded the direct support in the election of only a third of the total adult population in the country may have

implications for attitudes of American society as a whole toward significant changes in our basic social institutions, including formal education.

20. See Norman D. Kurland, "Changing Management Approaches in a Large Education Department," Educational Technology, February 1972, pp. 60-64. What Kurland has to say about the difficulties of changing what already exists in a large public education agency applies equally, if not more so, to changing what already exists in colleges and universities.

21. See Ivan Illich, Deschooling Society (World Perspectives, Vol. 44), N.Y.: Harper and Row, 1970, and Paulo Freire, Pedogogy of the Oppressed (tr. by Myra Bergman Ramos), N.Y.: Herder and Herder, 1970. For a commentary on some of the ideas of Ivan Illich, see John Ohliger and Colleen McCarthy, Lifelong Learning or Lifelong Schooling?: A Tentative View of the Ideas of Ivan Illich With a Quotational Bibliography (Occasional Papers, No. 24), Syracuse: Syracuse University, Publications in Continuing Education and ERIC Clearing House on Adult Education, July 1971.

INNOVATIVE APPROACHES TO STUDYING THE THIRD WORLD - SOME ILLUSTRATIONS

The "innovations" described in this section are illustrative of the many possibilities for innovative techniques in the classroom. It is our hope that they will provide ideas for college faculty members to adopt or adapt to their own teaching. For example, a game in Chinese history or Japanese religion may be suggestive to a faculty member offering a course in Indian history or African social organization. Those teaching the same or similar courses might be able to use the innovation as it is described here. In many cases, sources of additional information are noted.

Most of the illustrations are related to the study of Asian and African societies and traditions, although a few, such as The Experiment in International Living and Friends World College, do concern themselves with other areas of the world as well.

Dividing activities into categories is always a somewhat arbitrary undertaking and some descriptions in one category might have been included elsewhere. For example, the Program of Self-Instruction in Critical Languages could have been listed in the section on Using Audio-visual Media, and multi-media team teaching programs could have been in the section on Using Faculty in Different Roles or even in the section on audio-visual media. For this reason, the user should consult the table of contents which lists each "innovation" included in the guide.

I. COMPUTER-ASSISTED INSTRUCTION, SIMULATIONS, AND GAMES

Learning in a situation in which the student is actively involved is more likely to be retained than learning acquired in an essentially passive role. Students who have participated in simulations and games, such as those described in this section, have reported that their participation has provided them with a deeper understanding of other cultures and traditions and has made readings and classroom lectures more meaningful. In order to be successful, of course, games must be carefully constructed and faithful to the tradition or situation which they attempt to portray.

Computer-assisted study and instruction can be used in much the same way as classroom games, with the added advantage that students are able to work at their own speed. For example, the Plato IV computer system at the University of Illinois through which students may study the Chinese language or manipulate population variables, enables the student to apply his learning in a simulated situation while at the same time allowing him to review until he feels that he has mastered the material.

Using Computers to Teach about World Population Dynamics

The Plato IV computer system at the University of Illinois allows a student with no previous demographic experience or mathematical ability to obtain a variety of population projections for a specific country. Data are available on a number of countries, mainly in Asia and Africa.

The student selects a country and then can ask the computer to determine such factors as population distribution by age group, change variables such as the number of live births or life expectancy, and make comparisons between two countries or two variables. The results are depicted, in the Plato System, on a visual display screen.

This system may also be used on the WANG minicomputer on which the results appear on a typewriter terminal rather than on a visual display screen.

Further information, including population workbooks for students, is available from Professor Paul Handler, Computer-Based Education Research Laboratory, University of Illinois, Urbana, Ill. 61801.

Computer Simulation in International Relations

PRINCE (Programmed International Computer Environment), developed by the International Relations Program at Syracuse University, operates as a man-computer simulation in which the student plays the United States foreign policy maker and the computer plays five other states as well as domestic political pressures within the United States. PRINCE serves as an educational tool with a wide variety of applications.

At its least complicated level, it can be used as a vehicle to get the student to learn and digest basic facts of the contemporary world. The model is regularly kept up to date so that any play starts with the present international situation and extends into the future. The student can be asked to study newspapers and other periodicals to determine the state of issues being dealt with as preparation for making appropriate decisions in the simulation. This use of PRINCE can be successfully achieved with as few as three cycles of the PRINCE model and two weeks of a regular three-hour course. At Syracuse, the Political Science Department has prepared a one credit mini-course entitled "The United States in World Affairs," which is open to all undergraduates. The students are divided into teams of four and each team is asked to brief itself on a particular set of issues and countries in the model and play six cycles. After six cycles, the students submit a report on their policies and their analysis of the results of their "tenure" in office.

In addition to providing a context to motivate students to acquire the facts of international relations, PRINCE can also be used as a means for helping the student acquire a basic conceptual framework. Basic concepts like international bargaining, diplomatic pressure, transaction flows, and domestic political influences are introduced to the participant as he attempts to deal with the simulated international environment. This use of PRINCE requires only a few cycles of play followed by a thorough discussion in which the basic concepts are related to the writings of scholars and commentators in international relations and to the events as reported by scholars and journalists. For example, the student might be asked to describe the Middle East problem in terms of sets of issue positions among the states and domestic political influences within states, or he might be required to relate the policy suggestions of a writer like Henry Kissinger or Thomas Schelling to the PRINCE world. This use of PRINCE is typically employed in introductory courses on international relations or foreign policy.

A third and more complex use of PRINCE is to provide the student with an introduction to the methodological and theoretical problems involved in the social scientific study of international relations. After learning the basic PRINCE concepts through playing a few cycles of the simulation, the student is introduced to the concepts and theory on which the computer model is composed. In addition to the concepts visible to the player (issue position, influence attempts, transactions, and domestic political influences), there are other concepts such as affect, salience, and power that form the theoretical infrastructure of the model. Additional ideas such as dependence, the irresponsibility ratio, and reference ratio, which are derived from the basic concepts of issue position, power, salience, and affect are also described. In the context of this description, the student can see the utility, as well as the limitations, of models in the study of international relations. He becomes aware of the challenge that must be faced in testing the validity of the theoretical ideas in the model. He can start to test some of these ideas himself and suggest alterations in the basic model based on the ideas of other scholars as well as in his own thinking. Juniors, seniors, and beginning graduate students have been introduced to the research and theoretical literature on international relations through this approach.

Additional information about PRINCE and its applications, and other innovative approaches in international relations, is available from International Relations Program, Syracuse University, 752 Comstock Ave., Syracuse, N.Y. 13210.

PRINCE is one example of a number of simulations and games developed for teaching and research in the study of international relations and foreign policy. These simulations and games often deal with foreign policy concerns of Asian, African, and other Third World nations although they are not, of course, confined to Third World problems. Evaluations and descriptions of other simulations and games in international relations may be found in Computer Applications and Implementation Study for the National War College which is noted in Sources of Further Information.

Cross-Cultural Learner Centre

The Cross-Cultural Learner Centre at the University of Western Ontario, Canada, provides a multi-media computer-assisted information retrieval and problem-solving system in a learner-centered environment. The resource materials in the Centre consist of films, video tapes, slide-sound shows, cassette recordings, books, and vertical data files. All information is stored on a time-sharing computer system. The user consults the computer by typing his question in the form of two or three keywords. The computer provides a printout listing all the various forms of information in the Centre on the questions and can also provide abstracts. The printout is a guide to resources in the Centre. For example a question about food in West Africa might lead the user to a pamphlet by government experts in Ghana, an article written by a Canadian University Service Overseas volunteer teaching home economics, a film showing women in a village preparing meals, or an African student who has volunteered as a resource person with the Centre. Materials in the Centre are concentrated on East, Central and West Africa, but also include information on southern Africa, the Caribbean, North American indigenous peoples, Canadian Black studies, general development concepts, and cross-cultural relations.

Further information is available from Cross-Cultural Learner Centre, University of Western Ontario, London 72, Ontario, Canada.

Simulated Interaction between Asian Politico-Military Systems and the Superpowers

Illi-sim V, developed at the University of Illinois, is designed especially for use in courses in international relations and comparative Asian politics and has pre-packaged scenarios and nation team roles. It stresses the interaction of the superpowers with two Asian regional politico-military systems. The nations involved are the United States, the U.S.S.R., China, Japan, India, and Pakistan. Through the medium of scenarios issued to each nation team, certain kinds of issues which are likely to become of central importance for the simulation are created. For example, the scenarios for the two superpowers indicate their concern for the problem of nuclear proliferation and arms control; however, on this issue the initiative lies with the "weaker" powers, especially India and Japan. They have the model of China before them and the Chinese capability could be one major factor in their decision to go nuclear. Also, these weaker powers have a negative form of leverage in that they can create instability in Asia by threatening or attacking each other or weaker neighbors. Balancing this potential ability to resist superpower pressures, some of the regional powers are highly dependent upon superpower support.

Each nation also has its own national political system which corresponds roughly to the kind of political system found in the real world nation. In addition to being a member of the nation team, each student is assigned a specific role such as president, finance minister, defense minister, or opposition leader of his nation. Other roles include the U.N., the world press, and administrative personnel who man the DATA BANK which arbitrates conflicts, provides authoritative information on request, and introduces technological, economic, or other major events on a random basis.

Because past experience has indicated that it is very difficult to run simulations involving substantial numbers of students within the classroom, Illi-sim V is designed to be run outside of the classroom for a period of several weeks (although classroom preparation and discussion are essential), and then shifted to a large hall or series of rooms for a weekend session in which several simulation years may pass. Optimum timing might be three weeks of out-of-class moves (two moves per week, equalling three simulation years, 1969-71) and six hours of concentrated moves (two moves per hour, equalling three simulation years, 1972-74).

Depending on the size of the class or classes involved, Illi-sim V may be run with a variety of large and small teams. The optimum number of students is between 50 and 100. Two separate classes can be readily combined to make up the minimum number of participants required as long as they have a common message center during the period the simulation is run out-of-class.

Instructors' and participants' handbooks which provide more detailed information on Illi-sim V are available from Professor Stephen P. Cohen, Department of Political Science, Center for Asian Studies, University of Illinois, Urbana, Ill. 60801.

Japanese Religion Game

Japan, 1980 - Religion and Higher Education, developed at Syracuse University, is a two class-period game designed to teach about the traditional and "new religions" of Japan; to teach religious reasoning processes based on religious data; and to teach the ability to use such theologizing in a practical way. The problem is to develop a liberal arts curriculum for Tokyo University which will maximize the national interest of the Japanese nation by the year 1980. The game is intended to be an exercise in planning which will utilize religious factors as rationale in problem-solving. For example, it might be argued that the future citizens and leaders of Japan should be educated in such a fashion that emphasis is placed on traditional values. Thus, courses in the history of Japan, the religion and philosophy unique to Japan, classical Japanese literature, and the like should form the required basis of a truly contemporary education.

On the other hand, religious viewpoints other than Shintoist might argue for a core curriculum constituted of Western philosophy, Marxist historiography, Occidental engineering technology, science, the inclusion of required physical education (archery, karate, sumo), and so on.

The goal of the game is to negotiate in such a fashion that a maximum number of the team's high priority curriculum demands are adopted into the recommendations of the total group's report to the faculty-administration curriculum committee or to get the team's proposal adopted in toto at the request of the entire group. The goal is consensus, a unified student body.

Teams of player groups are as follows: Shriners ("Shrine Shinto," conservative nationalists) played by all those whose last names begin with the letters A-F; Teenies ("Tenrikyo," optimistic humanists), role played by all those whose last names begin with the letters G-L; Gawks ("Soka Gakkai," radical nationalists), role played by all those whose last names begin with the letters H-R; Aggies (Agnostics, pessimistic secularists), role played by all those whose last names begin with the letters S-Z.

A Moderator-Referee convenes the Annual Conference on Curriculum on the afternoon of January 1, 1946 only a few hours after Emperor Hirohito has in a radio broadcast denied his divine origin and status and only fifteen days after the Supreme Commander for the Allied Powers, General Douglas MacArthur, has handed down the Shinto Directive which separates religion and the state in postwar Japan. The first Annual Conference on Curriculum is preceded by a ten-minute caucus of teams to agree on team proposals, strategies, and spokesmen. During the balance of the game either a team or the Moderator-Referee may call time for a caucus.

The Moderator-Referee may advance the date of play to 1960, 1969, or 1970. He may also interrupt the meeting or begin new meetings with surprise information which the teams will have to deal with in order to facilitate their proposals. An example of surprise information would be the assassination of the university chancellor by a representative of the Gawks. In addition, the Moderator-Referee reserves the right to rule a speaker or group out of order for one or both of two reasons: heresy, using arguments or strategies not faithful to his religious group; or treason, using arguments or strategies not faithful to the Japanese nation.

Copies of the syllabus and readings are available on request from the Foreign Area Materials Center.

Eighteenth Century Chinese History Game

The Ch'ing Game, developed at Trinity College (Hartford, Conn.), is designed to take four or five rounds, each lasting one hour and representing the passage of about three years. A miniature bureaucracy is created with an Emperor, a Minister of the Imperial Household, a Bondservant, a Censor, a Grand Councillor, three Board Presidents, Grand Secretaries, a Governor, and two Magistrates. The remainder of the roles are allotted to local elites, merchants, and bannermen.

The dynamics of the game are provided through two devices. First, all players are involved in regular systems which operate throughout the simulation. The civil service examination system, for example, involves local elites who seek higher degrees in order to provide access to political office. Candidates for degrees have to forfeit substantial financial resources (simulating the expenses in the life of the student) and are given mimeographed excerpts from The Analects of Confucius to study in a special room (the examination hall) and take a shortened version of the traditional Chinese examination. Their examinations are then read by a student posing as an Educational Commissioner who evaluates the candidates on the basis of their performances and on the basis of examination quotas set by the Emperor. Successful candidates are then appointed to bureaucratic posts depending on vacancies created in the "grand reckoning" (an evaluation of civil servants conducted every other round). Similar systems drawn from the model of Ch'ing China have been constructed for taxation, memorials, and justice. A second device which provides a dynamic element in the simulation is the "special situation." At the beginning of each round, several players are given "round cards" which direct them to engage in certain sorts of activity.

An experimental edition of The Ch'ing Game: Simulation and the Study of History has been published by the Foreign Area Materials Center. The first chapter contains the author's reflections about the relationship between simulation and history as well as a description of the Ch'ing Game itself. The second chapter, "The Ch'ing Game Handbook for Players," in addition to serving as a guide to the Game, offers a concise introduction to the elite society and governmental institutions of late imperial China. The Handbook with its annotated bibliography is a starting point for students and teachers who have no previous background in Chinese studies. The final chapter, "The Ch'ing Game Guidebook for Supervisors," provides teachers and other supervisors with detailed information about class preparation, organization and supervision, evaluation, and various modifications in timing and numbers. Copies may be ordered from the Foreign Area Materials Center for $2.00 prepaid.

A Student-Produced Noh Play

The production of the Noh play St. Francis grew out of a seminar in Noh conducted by professors in the drama and music departments at Earlham College. The students had read texts, listened to recordings and tapes, seen films, and discussed general principles and practices. Toward the end of the seminar, the professors brought up St. Francis, the script of which had been written by the drama professor some time before, primarily as an exercise in the disciplines of Noh poetry and dramatic form. The music professor was composing the music. The play, including the orchestra, was cast from the seminar, supplemented by a few outsiders. The play was produced after the seminar had concluded and was performed for the college community.

A film of the actual play has been produced and is used by several classes to illustrate, for example, a style of acting in the non-representational theater; non-Western space relationships and color combinations; and as a transition from Western to classical Japanese music. The film is available through the International Programs Office, Earlham College, Richmond, Ind. 47375.

Game on Politics in a Developing Society

A political development game is being used at Eckerd College (formerly Florida Presbyterian College) in undergraduate courses in comparative politics. The purpose of this game is to simulate the politics of the "transitional" countries of Africa, Asia, and Latin America. The conceptual focus is on the struggle of politicians to increase their capabilities and performances. Phenomena that are simulated include social and economic mobilization, government taxation and allocation dilemmas, bureaucratic corruption, difficulties of gaining political legitimacy and of regulating a modernizing society, irregular selection and turnover of leadership, and other problems which are found in varying degrees within the nations of the Third World.

The game is designed to accomodate ten to thirty players, each of whom is a member of the political elite of the simulated society. This political elite consists of ten leaders, each of whom may be represented by one person or by a team of two or three individuals. Each of these ten leaders or teams has a distinct basis of political support within the country; i.e., each player or team has one of the following constituencies within the developing society: aristocracy (the old landed economic and social elite); bureaucracy (urban middle class, white collar workers); industrialists (the new economic elite); intellectuals (university and largely foreign-educated elite); military (politicized elements of the nation's armed forces); peasants (landed, immobile masses); police (non-political source of physical force); proletariat (urban blue collar workers); traditionalists (conservative religious establishment and its following); and villagers (underemployed who are moving off the land and into towns and cities).

Each of these ten sectors has two indices of its power: force potential and economic potential. In addition, each sector's leader has an index of his status within the country. The object of the game for each of the ten leaders is to maximize his power (the economic and force potential of his constituency) and/or his status. The relative success of a player is indicated by a chart which translates his power and status into a score which is comparable from one sector to another. The player whose total score is highest at the end of the game has played best and "wins" the game.

The play of the game begins with a short period during which a Chief Executive is selected. The simulation then proceeds to as many as ten runs of less than one hour each. A single run represents one year in the contemporary history of the simulated nation. During each year, the players struggle to increase their power and/or their status, largely by supporting or opposing the government (the sector leader who is Chief Executive) and its policies. One member of the elite will become Chief Executive in each year on the basis of the support which he received from the other elites at the end of the previous year. Each year, or run, consists of three phases: 1. governmental extraction, or taxation; 2. governmental distribution of resources; and 3. a period in which the members of the elite indicate their support for an incumbent or aspiring Chief Executive.

Further information is available from Professor Timothy Gamelin, Eckerd College, St. Petersburg, Fla. 33733.

Simulations in International Business Negotiations

At New York University, simulated international business negotiations have been developed as a pedagogical device to contribute to the special needs of education for international business. The negotiation simulations relate to two major distinctive characteristics of international management: adjustment of strategy to related environmental conditions and behavioral sensitivity and adaptability. The negotiation problems incorporate major elements of foreign national interests, nationalism, culture, and other environmental factors.

The chief use of the simulated negotiations has been as part of established courses at the undergraduate level in principles of world business and international marketing management. The simulations are also used in the graduate school.

In all instances, real business cases have been used, generally those involving negotiations between a multinational firm and a host government. Although it is practical and useful to have exercises involving other types of negotiations, for example within a multinational firm, and between multinational firms and foreign businesses, in practice it appears that the firm-government negotiation is likely to be the most productive in focusing on conflict with national interests, nationalism and foreign cultures, and cases of this sort are more readily available because of their public visibility.

The existing body of written case material presents situations which took place in the past. Students often feel that negotiating a case which reflects a situation which occurred in say 1960 is somehow outdated. For this reason, students have often been instructed that the negotiations are taking place on the date that the class is to negotiate. For example, the unsuccessful Western Industrial Corporation negotiations in India took place in 1964-65. The students, however, are instructed that the project proposal is being revived and the American consortium is sending a team to negotiate with the Indian government as of the date on which negotiations in class are scheduled. The additional learning benefit of this approach is that environmental factors and the cast of characters within governments and investing companies change. Thus, the students will be dealing with a different Minister of Finance in 1972 than the individual named for 1965. Similarly, the senior corporate executives will have changed; therefore, the students will have to recognize the importance of such changes in the cast of characters in formulating their strategies and approaches to negotiations. In addition, the environmental factors such as international relations or economic priorities within a country may have changed. Another benefit of this approach is that the students develop two views of project characteristics and the broader environmental factors, first as of the time indicated in the case and second, as of the time of the simulated negotiations. The two views permit them to develop a point of comparison with the past, the likely reasons for direction of change in corporate or host country policies, and the likely pattern of evolution in the future.

The stage of a course at which negotiation exercises should be used will vary with the nature and level of the course. At the undergraduate level at New York University, students are first exposed to the nature and importance of environmental factors and the manner in which functional skills are extended into an international business framework. Because of his limited familiarity with the real world of international business, many of these concepts remain relatively abstract for the student. At this stage, one or two negotiation exercises are used. The student then thinks through the nature of a concept such as nationalism or national interest and begins to develop an understanding of its application in business situations. As the course progresses and new concepts are added and earlier concepts elaborated upon, the student can relate them to given case situations in which he participated.

For the negotiations, the students are organized into teams representing different parties to a negotiation. Initially, three teams representing the foreign company, the host government, and the home government were used. However, sometimes the latter is omitted or additional parties inserted depending on the characteristics of a given case. For example, for the Western International Corporation fertilizer negotiations, a consortium of Japanese companies competing with the American consortium has been included. The Chrysler-Mitsubishi case has had a group representing the Japanese automotive industry included to show the important role of industry associations in Japan. In addition, a group representing Volkswagen of West Germany was included as a competitor with Chrysler for a joint venture with Mitsubishi. In this way, the students begin to think multinationally and realize that competition for American companies can arise from other countries.

The character of the negotiating teams is one of the very important elements in the success of the exercise. The teams may be expected to do a substantial amount of study among themselves and this study process provides a sizable portion of the learning experience. The groups should, therefore, be of a size and nature which permits effective group study. The ideal group is somewhere between six and ten students. It is essential that there be an allocation of individual roles within the team. For example, the host government group will typically include a minister of finance, a minister of industry, etc. Each of these individuals will have a particular point of view and it is important that these individual points of view be brought out and made an explicit part of the negotiation process.

In some instances, students are assigned to prepare position papers before the negotiation simulation in order to provide them ample opportunity to develop their own concepts of their roles. The paper also serves the incidental purpose of providing some evaluation of each individual's performance for grading purposes.

For the most part, formal negotiation sessions consist of a full class period. The negotiations may proceed continuously through the full period, but each team may call for as many as three five-minute recesses. This practice is quite realistic as real negotiations extend over a long period, during which the teams can reevaluate their positions and change strategy and tactics. During the recesses, members of opposing teams may try to work out informal understandings or attempt high pressure selling of an idea. Microphones may be placed at the table assigned to each particular team, and a review of the tapes subsequently reveals an account of the informal negotiation process which has taken place.

The instructor may also inject changes in conditions and other variables into the negotiation by sending messages to one team or making announcements. For example, he may send instructions from the board of directors of the multinational firm which force the team to change its tactics. He may report that an opposition member of the legislature of the host country has made a speech which puts the negotiating government group under pressure to change their position, or he may report that there has been a development in some other part of the economy which changes the assumptions on which the negotiations have been proceeding.

The following publications have been found to be useful:

A. Kapoor. International Business Negotiations: A Study in India. N.Y.: New York University Press, 1970.

Fred C. Ikle. How Nations Negotiate. N.Y.: Praeger, 1967.

Richard D. Robinson. Cases in International Business. N.Y.: Holt, Rinehart, and Winston, 1962.

A publication entitled Simulated International Business Negotiations, by John Fayerweather and Ashok Kapoor, provides further details on this method. It may be secured from Graduate School of Business Administration, New York University, 100 Trinity Place, New York, N.Y. 10003.

II. USING AUDIO-VISUAL MEDIA AND OTHER CONTRASTIVE MODES OF COMMUNICATION

Films, slides, and other types of visual materials are used extensively in courses such as art history where the method of instruction has traditionally been visual. They are also often used in other kinds of courses to give a feel for the subject being taught. Visual materials are not of course limited to films and slides but include works of art, photographs, artifacts, and any other object visible to the human eye. The examples included in this section illustrate imaginative uses of various types of visual materials in ways in which they are not normally utilized in the classroom.

Using Visual Materials in an Indian Religions Course

At Wilson College, the course in Indian religions begins with a ten-minute "Potpourri of Sights and Sounds" which consists of a synchronized tape and slide presentation of recordings of street sounds, temple chanting, music, and conversations and slides of street scenes, people at worship, icons, religious posters, priests, dance, and the like. This approach encourages students to ask about some of the things they have seen and heard and provides a good starting point for class discussion and reading. The slides and tapes have been produced by the instructor.

On one occasion in this course, three students produced their own slide and tape presentation on the religion and life of an Indian tribe in place of the usual term paper. The professor loaned the students his own slides and taped interviews, and they selected appropriate slides and excerpts from the tapes, adding their own narration for a class presentation.

Using Newsreel Film and Slides to Teach Chinese History

In teaching modern Chinese history, the instructor at Antioch College attempts to teach students something about how a disciplined mind sorts out the jumble of events called history; how it creates a coherence, imposes order, and derives some significance from an event. In addition, he tries to introduce them to the problems of how one knows about historical events, and how sources must be critically evaluated and compared with others. A television newsreel film on the Hong Kong riots of 1967 and a tape-recorded narrative are presented in a five-week seminar for freshman students. In order to suggest broader themes, two slide projectors show slides simultaneously on the right and left side of the movie screen. The slides were chosen to illustrate contrasting visual images such as a very complacent Briton and a very impatient Chinese; an elderly passive Chinese and an angry, militant Red Guard.

In the research stage of the seminar students compile a day-to-day account of the riots with as much factual detail as possible from sources such as The New York Times, Time, Newsweek. After compiling the day-to-day account, students read about these events from different points of view. One group reads the Peking Review; another the Manchester Guardian; another, Time Magazine. In class the varying interpretations are discussed in order to determine the underlying points of view, the degree of bias, the distortion of facts, and the reason behind the bias. Other students study broader themes such as colonialism and mainland Chinese relations, and relate them to the riots.

The original plan was that in the final stage of the seminar, the class would create its own sound track for the film, providing commentary as well as narrative, but there was not enough time.

Using Closed Circuit Television

Enrollments in the introductory religion course have become so large at Virginia Polytechnic Institute and State University that there are not enough instructors to teach it. To remedy this situation, a series of ten video-taped lectures on Asian religions has been produced for the course. Each lecture runs approximately 30 minutes. Students are told that the lectures will be shown on television screens at the library at certain hours, for example every hour from 1:00 p.m. to 4:00 p.m., and that they are responsible for watching them. Two sessions of the class are taught by this method and the third session each week is devoted to class discussion with an instructor on the content of the televised lectures and the required readings.

Starting in the fall of 1972, the television monitors will be set up in the classroom for use during the regular class hour. A second system of television casette playback equipment will be available for students who miss class or wish to review.

Although the lectures have been recorded on video-tape, the video-tapes, for technical reasons, are not immediately available for use elsewhere. For further information on their availability, contact Professor Charles A. Kennedy, Department of Philosophy and Religion, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061.

Teaching About Indian Society Through the Use of Classical Texts

At the University of Chicago, the staff of the undergraduate and graduate series of courses on Indian civilization has found that students develop a much deeper understanding of literary and religious texts by acting them out. The Brahman priest's manual for a popular ritual of worship, Ganapati Puja, has been translated so that students can actually perform the ritual in the classroom, learning by participation. Doing the ritual leads to questions about what is being done and toward a grasp of fundamental attitudes that easily escape in a mere reading of philosophic texts.

In a similar way, classes have put on dramatic readings and performances of classical Sanskrit plays in translation by J. A. B. Van Buitenen, and of Hindi folk religious dramas such as portions of the Ram Lila as described by Norvin Hein in Milton Singer's Traditional India: Structure and Change (American Folklore Society, 1959). A recreation, with stage directions, has been prepared as a script.

Mimeographed publications of the Ganapati Puja and sections of Ram Lila are available for $1.00 each from the Committee on Southern Asian Studies, University of Chicago, 1130 E. 59th St., Chicago, Ill. 60637.

Use of Posture, Gesture, and Body Movement in Studying Asian Religions

The use of non-verbal approaches seems especially appropriate in exploring Asian religions such as Buddhism and Taoism, some aspects of which are not readily susceptible to verbal communication. In her religion courses, an instructor at the University of Massachusetts asks students to take on the facial expressions and place themselves in the body positions of contrasting figures illustrated in Sherman Lee's A History of Far Eastern Art (Abrams, 1964). For example, the pictures of a high priest (p. 19, fig. 2) and Shiva or Yogi in meditation (p. 22, fig. 6) are used to contrast the authority of ritual hierarchy with that of direct, inner experience. A similar polarity in China is exemplified by "The Admonitions of the Instructress in the Palace" (p. 254, fig. 324), which shows Confucian dignity and respect for learning, contrasted with the Taoist/Zen anti-intellectual, anti-authority stance of "The Sixth Patriarch Tearing the Scroll," in Suzuki, Essays in Zen Buddhism, Second Series, facing p. 218 (Rider, 1958).

Using Chinese Written Language in Teaching Chinese Philosophy

In an introductory one-semester course on Chinese philosophy, a professor at Denison University introduces certain aspects of the Chinese classical language, including the analysis of certain ideography, going back to earlier forms such as those in Karlgren's Grammata Serica Recensa (Stockholm, 1957) for illumination of present meanings. Another course in Chinese Classical Language and Thought uses T'ang poems and H. G. Creel's edition of Hsiao Ching (The Classic of Filial Piety), published as Volume I of Literary Chinese by the Inductive Method (University of Chicago Press, 2d ed., 1948).

During the January term in 1972, using methods developed in the above course, the professor directed a project, "The Spirit and Shape of Chinese Poetry" during which six undergraduates with no previous exposure to Chinese studied and analyzed 20 T'ang dynasty poems. The group met five days a week for two hours for four weeks. Supplementary materials in English included Burton Watson's Chinese Lyricism (Columbia University Press, 1971) and James J. Y. Liu's The Art of Chinese Poetry (Phoenix, 1966).

Teaching African Art in a Large City Community College

At New York City Community College, a class in African art is available without academic prerequisites as a joint offering of the humanities and Afro-American studies programs. When the course was first offered, approximately 60 students enrolled, the majority of whom were primarily interested in broadening their knowledge of African culture and were not strongly motivated toward the study of art history *per se*. As a consequence, the course has been substantially modified to respond to this predominant student interest.

One objective in the modified course is to compensate, insofar as possible, for the lack of familiarity on the part of students with basic art history and aesthetic terms and concepts. For example, before the instructor can make meaningful the point that the art of some

African tribes is relatively naturalistic, while that of others is quite abstract, she must give an extended explanation, implemented with visual examples, of what the terms "abstract" and "naturalistic" mean when applied in general to works of art.

A second group of curriculum modifications are directed toward the relative naivete of many students about what might be called the "status" of African art. Many students are surprised to learn that African art is thought to have aesthetic value and do not know that it is shown in museums. Some black students arrive in the class with the assumption that since racism exists in the world, all non-black artists and art historians probably view African art with disdain and hostility. To counteract this assumption, a brief survey is given of the development of Parisian art during the first quarter of the twentieth century, showing the influence of African art on the work of modern artists such as Kirchner, Brancusi, Modigliani, and especially Picasso. This is followed by a discussion of the history of artistic taste, covering changing European viewpoints toward African art and toward art in general through the nineteenth and twentieth centuries. Also included is a discussion of the problem of ethnocentrism and of the various attitudes towards African art manifested by such European groups as Christian missionaries, anthropologists, and artists. Students are urged to monitor their own outside readings by checking the date of publication of books they select to see whether a knowledge of when the book was written helps to explain anything about the author's views on art. Another aspect of the course is an orientation to the role of African art today and to local resources. All students are required to visit at least two museums from a list of six in which African art is displayed.

Of the 45 hours of classroom time in the course, approximately 15 to 20 are devoted to lectures by the instructor and class discussion. The topics covered are those outlined above, as well as a survey of tribal styles in art, art-making techniques, and the like. During the remaining 20 to 25 hours, each student is required to give a talk and slide lecture at least 20 minutes long on the art of one African tribe. The instructor works with students outside of class in planning their talks and in helping them to select slides and reading matter for research. Each student is expected to learn enough about the art of the tribe he has selected to enable him to answer any questions asked by other students. Following the presentation and question-and-answer period, all students vote on the grade which the speaker should receive. Following this, the instructor summarizes what has been presented, adding those points which might have been overlooked and correcting inadvertent errors the students might have made. Each student also submits a written paper on the art of the tribe which he has been studying.

Further information is available from Professor Patrica Sloane, New York City Community College, 300 Jay St., Brooklyn, N.Y. 11201.

Use of Audio-visual Materials in Intensive Individual Study of Indian Religion

In a course on Hinduism and Islam offered at Bucknell University, students spend nine weeks in an "intensive study" segment during which they work largely independent of the instructor and class meetings. During this period, they are responsible for individual audio-visual sessions of two types. The first is taped commentaries by the instructor relating to texts being read and to color slides treating selected aspects of Hindu and Muslim life, religious practice, and art and architecture. The second is half a dozen films of up to 30 minutes in length, each treating an aspect of current cultic practice in a South Indian Hindu community. Among the films used are a series on Hindu rites distributed by Syracuse University. Students write a five-page essay on each film, relating its substance to their own study of Hinduism. Students are also required to read the autobiography of Gandhi or the writings of Muhammad Iqbal and keep a log in which the experience and thought of this formative figure in Hindu or Muslim life in India elicits personal reactions from the reader as well as discoveries of relationships between the figure and the data of Islam and Hinduism gained from the course texts and lectures.

In addition, students choose either a final exam or a paper treating a single aspect of a religion or relating a religion to their major academic field. The particular character of the paper or the exam is formulated by the student and instructor plus a person in one discipline other than religion.

A similar course on "The Career of Buddhism: India, China, and Southeast Asia" is also offered. The courses are designed to function both within a core of courses designated in 1972 as an interdisciplinary international relations concentration and as basic courses in the Department of Religion.

Further information is available from the Foreign Area Materials Center.

Using Microfiche for Course Readings

Because of the limited availability of adequate textbooks and slides for teaching Asian religions, a professor at Virginia Polytechnic Institute and State University edited a textbook of readings on Islam of about 300 pages from authors and sources difficult to obtain in the United States, and a collection of 60 color slides which were reproduced on microfiche for distribution to each student in the course. Students were able to use microfiche readers already available on the campus, although if the cost had not been prohibitive, it would have been desirable to have readers available for checkout from the reserve book desk of the library.

Further information is available from Professor Charles A. Kennedy, Department of Philosophy and Religion, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061.

III. USING FACULTY IN DIFFERENT ROLES

College faculty members have traditionally tended to think of themselves as lecturers. The approaches described in this section indicate the different kinds of roles which faculty members can play. In some cases, these roles involve different kinds of relationships with students; for example, the faculty member as a "learner" with his students.

Dialogue Teaching of Religion

The teaching of a course in mysticism at Syracuse University is done by two professors. Each delivers his lecture without consultation with the other. The other then responds to what he has heard with commentary and questions. This method exposes students to the instructors' thinking processes as well as thought product and encourages them to become sensitive in their own thought processes.

Conceptual/Hypothetical Approach to Learning African Politics

At Alfred University, an instructional technique is that of introduction of key concepts relevant to a particular lesson goal. The class medium is discussion with the instructor playing the role of a participant with the students. Hypotheses are presented deductively or developed inductively from discussion and insights derived from a variety of media such as readings, films, filmstrips, transparencies, tapes, maps, and charts. Although this approach is used in a seminar at Alfred, it could be used in larger classes. Evaluation is based on participation and research, not examinations.

The approach is designed to respond to two common phenomena found in most classes dealing with the Third World. 1. Most students enter their classrooms with a self-conscious role set which identifies themselves as absorbers of information and the instructor as a subject area authority. 2. Students studying Africa (or any Third World region), although enrolling in such an elective course out of curiosity, respond to a broad variety of culturally derived myth images and misinformation. Thus, a cognitive bridge must be made between their predetermined attitudes and the instructional goals of developing inquiry skills sufficent to sustain self-directed inquiry and altering behavioral patterns based on a more valid exposure tc Africa.

Moral Judgments and History

At Clark University a seminar, composed of both graduate students and undergraduate students, is offered on the area of the Gold Coast and Ghana from the late fifteenth century to the present, with special emphasis upon the nineteenth and twentieth centuries. In the seminar, the interaction of Western and African cultures is considered as a power contest, a sort of continuous battle over which culture, which way of life is to prevail. The instructor's argument is that in this encounter Western culture has triumphantly prevailed, although never entirely. Discussion centers on the problem of moral judgement about cultural encounters of this magnitude. Does there exist a set of moral values that transcends cultural difference? Students are responsible for assigned readings and a term paper. In this instance, the instructor's own field of specialization is not African studies and he is learning along with the students.

The syllabus for the course is available on request from the Foreign Area Materials Center.

Role-Playing by Faculty Members

In a section of a non-Western studies course at Baker University covering the Arab-Israeli conflict, faculty members assume roles of principals and other actors in the conflict such as Dayan and Nasser, each presenting the point of view of the individual whom he represents in a confrontation with a faculty member from the opposite side. It is planned to extend this method to other situations in the same course.

IV. USING STUDENTS AS TEACHERS AND ARCHITECTS

The objective of the formal educational process is presumably to advance the learning of the individual student. If this is indeed the aim, the student must be actively involved in the process, since it is his learning which is the point of the whole effort. In innovative approaches, this point is being increasingly recognized. As every teacher knows, one of the best ways to learn almost anything is to have to teach it to someone else. Equally potent learning experiences are those which involve the student as "architect" in the sense of the creator of something, whether it be the design of an educational experience or the making of a film or a biography.

A Student-Designed Course in Ethnic Migrations

Five TTT (Training Teacher Trainers) fellows who are Ph.D. candidates in history and psychology at Clark University have developed a course in ethnic migrations. The course is designed to analyze the urban migrations of four ethnic groups: Irish-Americans, Italian-Americans, black Americans, and Jewish Americans. The fellows who teach the course themselves represent these ethnic groups. At the beginning of the course, the pre-urban setting and motivations for migration are considered. Then the ethnic groups are traced through several stages of urban experience, comparisons are made, and personal experiences examined. Emphasis is placed on historical, economic, political, social, religious, and geographic factors. Fellows and students share in the development of curriculum, learning, and teaching. The course draws from the personal experience of the instructors and students in developing notions of ethnic identity, of pressures to alter that identity, and of resolutions to changes in identity.

Further information is available from TTT Program, Clark University, Worcester, Mass. 01610.

Use of Undergraduate Students as Advisers in Introductory African History Course

The freshman introduction to African history at Clark University has the primary objective of helping students learn what questions to ask about Africa's past. The instructor also seeks to learn ways to organize student and faculty time to help inquire into some of these questions more meaningfully.

On the assumption that most freshmen know relatively little about Africa's past, some introductory material must be considered before any significant inquiry can begin. The first semester of the course, therefore, consists of lectures and films. In addition, four advanced students participate in the course and serve as research and resource persons who help to identify topics of interest for the freshmen research papers, give guidance to sources, meet in small discussion groups with the students, and help inform the professor of recommendations to improve the course. Each advanced student works with four to eight members of the class interested in research similar to his own.

In the second semester, a number of "splinter seminars" are offered. These seminars are continuations of the small groups which emerged during the first semester and are organized by the advanced students with occasional visits from the professor. For students who prefer a more structured course, a seminar on development and modernization in Africa, chaired by the professor, is offered in the second semester.

The syllabus for the course in available on request from the Foreign Area Materials Center.

Multi-media/Team-Taught Introduction to the Study of Religion

In an introductory religion course at McMurry College, the focus is primarily to help the students understand the role of religion in society and not a comprehensive introduction to each religion. The course has been designed to be interdisciplinary, and each session is team-taught by six faculty members from Biblical studies, church history, psychology and religious education, sociology of religion, history of religion, ethics and philosophy. Student involvement has been achieved through participation by selected students in planning sessions, election of representatives from each preceptorial group to serve on a student planning committee, and delegation, to individual preceptorial groups, of responsibility for research and planning for the large group sessions.

In the large class sessions, a wide variety of media is used, including motion pictures, filmstrips, photographic slides, and tapes of music and spoken material. Popular music familiar to the students has been employed, particularly in probing the existential dimension of various religious practices, or in showing how religious questions grow out of life situations. Lyrics of songs on transparencies projected by an overhead projector have been used so that the students could see the words as the music was played. The overhead projector is also used to present materials such as liturgical and scriptural sources of various religions. Music from the cultures being studied is played along with the showing of slides to give the students a feeling for the cultural context of religion. One especially effective device involves the use of original slide shows coordinated with music designed by faculty or students to interpret or comment on popular songs and other music. Slide shows have covered basic cultural information, characteristics of individual religions, and modern ethical problems.

Also used in the large group sessions are panels composed of faculty members and students, poetry, drama, role-playing, and brief lecture presentations and commentaries by faculty members. The main goal of the large-class sessions is to involve students and faculty members by raising questions about thematic aspects of the subject matter, providing conceptual tools to illustrate different characteristics of data presented in the course, and stimulating students and faculty to probe more deeply at the level of individual and group activity.

Small meetings in preceptorial groups are also an important feature of the course. Each student belongs to a permanent preceptorial group which meets once a week with one of the faculty members for discussion of issues that have arisen in the larger class sessions and in connection with assignments.

Each student is also asked to keep a journal, recording his responses to the materials encountered in the course and anything else related to it. The journal helps the student to integrate the information presented in the course and to think critically about course materials and ideas. At the same time it helps him to develop a critical awareness of himself by encouraging him to respond analytically to the schematic, affective, and conceptualizing tendencies implicit in his reactions to the material and to course procedures. The journal has been found to be of great value for most students in terms of significantly increased self-awareness and greatly improved critical and expressive abilities. It is also a primary source of criticism and evaluation of student performance by faculty members.

Multi-media Approach to Teaching African Archaeology

The University of California at Santa Barbara is currently in the final stages of preparation of an African archaeology course covering the African Iron Age between the period 500 B.C. and 1500 A.D. This advanced level course will make use of auto-tutorial approaches to multi-media learning and will be centered around individualized learning and student-led seminars. It is hoped that the course materials will be made available for national distribution once the course has been offered and validated at Santa Barbara.

Using Press Accounts to Compile a Biography

Students in a senior history seminar at Stanford University compiled a biographical analysis of Chiang Kai-shek based on The New York Times, The London Times, other daily papers of varying viewpoints, popular weeklies, and denomination-affiliated periodicals. Each student chose his or her particular publication(s) covering a critical year or time span. Papers were discussed in chronological order. In addition to producing the biography, the class learned about American views of China and changes in American views of Sino-American relations.

Writing Poems and Parables to Gain an Understanding of Chinese Culture

In an experimental course in Chinese civilization for freshmen at Wilmington College, students have been assigned the writing of Taoist poems and parables in order to gain insight into Chinese culture and history, rather than the writing of conventional research papers.

Peace Corps Training Programs

The Peace Corps has devised various approaches to be used in the three-month training program for volunteers prior to their overseas assignments. The basic philosophy of Peace Corps training is the use of the experiential method of learning as opposed to the lecture method. The trainees are divided into discussion groups and most of the learning is the trainees' responsibility. Through role-playing, use of case studies, and other simulation techniques, the trainees learn from each other and determine the important facts they should know before going overseas. Peace Corps training is, of course, oriented directly to the needs of individuals working in teaching and community development overseas, but some of the techniques can be used with profit even in situations in which overseas service is not planned.

Biographies of an individual in a specific occupation, such as a policeman in another culture, can be used to bring out elements of that culture. For example, what is family life like, who makes the choice of occupation and why, what satisfactions and/or disappointments does the occupation provide and why, what is his home life like, how did he choose a mate? A similar type of written material might be a typical day in the life of a school child and his reactions to the people in his community - his teachers, his classmates, his family, his friends.

Simulation has been developed to fulfill the requirement of stressing several cultural traditions in a given training program. "Contrast cultures," which are artificial cultures, have been developed and provide models for the understanding of any major tradition.

One such simulation is the "critical" incident in which a short description of an encounter between (in this case a Peace Corps volunteer) and a national of the country concerned occurs, showing how the volunteer and the national of the country react. Trainees are then asked to discuss the reasons for the behavior of both individuals and whether they feel that the actions taken by the American are correct or whether they would act differently. There are no right or wrong answers to these incidents. "Critical" incidents can also be used for role-playing in which one individual would take the role of the volunteer and the other the role of the national. Others in the group evaluate the performers on how successfully they play the roles. In order to create greater powers of observation and sensitivity, a number of role-playing situations are designed to show subtle cultural differences such as gestures, tone of voice, and type of language used with equals, superiors, and inferiors.

Another use of role-playing is the construction by each individual of a role model with himself at the center and those with whom he will associate professionally and socially at various levels of closeness and distance from him. The trainee is then asked to describe what he believes his relations with these individuals (co-workers, superiors, landlord, laundryman, etc.) will be.

Guidelines for Peace Corps Cross-Cultural Training (4 vols., March 1970), which describes these techniques in more detail, is available on request from Office of Training Support, Peace Corps, Washington, D.C. 20525. Simulating Intercultural Communication Through Role-Playing, by Edward C. Stewart, Jack Danielian, and Robert J. Foster (May 1969) may be secured from Human Resources Research Office, 300 North Washington St., Alexandria, Va. 22314.

V. DIFFERENT APPROACHES TO LANGUAGE-LEARNING

In the decades since the end of World War II, great strides have been made in the improvement of instruction in foreign languages and in emphasizing learning the spoken as well as the written language. Many of these advances, however, have been concentrated in large universities where trained instructors, native speakers of the language, and necessary equipment are available. The techniques described in this section illustrate methods of teaching Third World languages to small numbers of students and are in other ways suitable for the most part for undergraduate institutions.

Program of Self-Instruction in Critical Languages

The program is designed to enable students in institutions where there is no formal instruction in non-Western languages, to acquire basic competence equivalent to the first two years of formal instruction through independent study. The essential ingredients for the program are commercially available audio-lingually-oriented course materials with a complete set of accompanying tapes; a portable tape-recorder for loan to each participating student; one or more native-speakers (often exchange students) to serve as pronunciation drill masters; regular academic credit; a specialist from a university center with a formal program of study of the language to evaluate progress and serve as examiner for the term's work; and a faculty member familiar with audio-lingual techniques to serve as coordinator for the entire program.

The program has been used in nearly 50 colleges and universities in the 1971-72 academic year. Among the languages offered have been Afrikaans, Arabic, Chinese, Danish, Dutch, French, modern Greek, Hausa, modern Hebrew, Hindi, Hungarian, Indonesian, modern Irish, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Swahili, Swedish, Thai, Turkish, Vietnamese, Welsh, Yiddish, and Yoruba.

A manual for program directors is available from the Foreign Area Materials Center.

Exchange of Japanese Language Tapes with Japan

As a substitute for native speakers of Japanese, Randolph-Macon Woman's College sends the language text for an elementary course to an American family living in the Tokyo area. The American family invites Japanese university students to their home and employs them part-time to record the text. The recording is done against background conversation of the home. Anachronistic usages in the text are pointed out and present usage given. The tapes are then mailed back to Randolph-Macon where they are used as a supplement to the tapes supplied by the publisher of the text. This approach is particularly valuable in revealing the levels of language used by young Japanese in speaking with their peers and with other people.

Using Feature Films to Teach Chinese

In intermediate and advanced courses in Chinese at Ohio State and other CIC member universities, the dialogue of two Chinese motion pictures, Bisywa Hwangwa (The 72 Martyrs of China) and Wu Feng (Wu Feng and the Headhunters), has been transcribed with character and Romanized versions placed side by side. English annotations highlight new vocabulary, grammatical patterns, and cultural implications. Sentence patterns are provided at the end of each section of the annotated script. The student reads the script before seeing the film. This technique presents the language in a live situation. The film serves as the best substitute for a native speaker; learning of a foreign language is made more meaningful and interesting; and the prospect of viewing the film and listening to the dialogue with understanding motivates the student to more diligent study.

Students may view video tapes of the films at the Listening Center at Ohio State.

For information on rental of the films write Professor Eugene Ching, East Asian Languages and Literatures, Ohio State University, Columbus, Ohio 43310.

Study Abroad Students as Language Instructors

Oberlin College has experimented in using a student who had participated in a year-long study program in Japan to teach Japanese to students at her home institution in the following year.

Computer-Assisted Instruction in Chinese

Through the Plato IV system being developed at the University of Illinois (Urbana) students will study Chinese with the help of a computer as well as in regular classrooms. The computer's role will not be merely supplementary but will be integrated with classroom instruction in the presentation of material and drill. The program will be designed to be suitable for either the semester or quarter system and will take either one year (10 hours weekly) or two years (5 hours weekly).

The computer terminal used by the student consists of a display panel for presenting written material to the student, a typeset containing all the keys normally included on a typewriter keyboard as well as some additional keys all connected to the computer, computer controlled audio facility, and ultimately, a touch panel which will allow the student to write characters on the display panel by tracing his finger across the face of the panel.

Computer assisted instruction will be used for stroke-order drills, pronunciation drills, grammar drills, and comprehension drills. To date, stroke-order drills and pronunciation drills have been prepared and tested on a small number of student volunteers. Further testing will be undertaken during the coming academic year.

In the stroke-order drills a Chinese character appears on the display panel in three fashions: stroke by stroke under the control of the computer, stroke by stroke using a moving line under the control of the computer, and finally, stroke by stroke as the student presses the appropriate key on the keyset. The present stroke-order drill units contain some 12 different characters.

There are six pronunciation drills which have been prepared and tested. The first drill deals with tone identification and the rest deal with specific types of sounds. Each drill is preceded by a narrative text accompanied by a pre-recorded tape reproducing the text and the sounds. Each drill consists of 50 items which the student hears over the tape and for which he is then required to type out the romanization and tone. The computer indicates each error and keeps a running score. A grade of 75% is required before the student is allowed to move on to the next drill.

Demonstration units have been created for the grammar drill and reading comprehension drill but have not yet been tested.

Grammar drills consist of an English sentence and a number of Chinese characters in random order. The student's task is to put the Chinese characters in the correct order to render the meaning of the English sentence.

Reading comprehension drills consist of a narrative passage in Chinese. The student is to read the passage and then answer a series of questions to test his comprehension. Passages vary from one or two to as many as a dozen "screen pages" (6 lines of 15 or so characters is a "screen page"). The length of time a page is visible can be computer-controlled to force the student to read faster or student-controlled to allow the student to race the computer. Each passage is accompanied by a "computer dictionary" consisting of new terms, difficult terms, or familiar terms in slightly new usages. This "computer dictionary" is available to the student at any time.

A daily printout records the student's responses to the material displayed on the panel, permitting the instructor to identify the weaknesses of individual students. This printed record can also be used to include an automatic or preprogrammed selection of problems for a particular student.

Further information is available from Professor William L. MacDonald, Center for Asian Studies, University of Illinois, Urbana, Ill. 61801.

VI. USING THE WORLD AS A CLASSROOM

One obvious way to make the Third World come alive for American students, of course, would be to send every student to a Third World country for a certain period of time, but such an approach is not practical either in terms of cost or in terms of the impact on the host country. Nonetheless, American college students are going overseas in increasing numbers for study tours, summer programs, and junior-year type programs. Because these types of programs are reasonably well-established in many colleges, they have not been included in this section. The overseas study programs described in this section illustrate some newer and more individualized approaches to overseas experience focused largely, although not exclusively, on the Third World.

The Five-Year B.A. Program at Yale University

The Five-Year B.A. Program provides selected undergraduates with a deliberately planned opportunity to interrupt the conventional four-year curriculum in order to view themselves and their aspirations from a new perspective provided by another cultural setting, a new job, and substantial independence. Founded in 1965 under a grant from the Carnegie Corporation of New York, the program began as an experiment designed to explore arrangements within and beyond the college curriculum that would train people to educate themselves and to develop skills and experiences not necessarily tied to specialist or graduate training.

Approximately a dozen students are chosen as fellows in the program each year from the sophomore class and given the opportunity to spend 12-15 months in a contrastive (normally non-Western European) culture between their sophomore and junior years. For those selected, the program provides a small grant of $300 for travel and health insurance. The students are expected to find their own jobs overseas to provide maintenance while abroad. Though an applicant may occasionally be steered toward a particular position, most students are left entirely on their own in discovering job opportunities. Among jobs that students have found are managing a hospital in Gabon, social work in a Peruvian slum, teaching new math to teachers in Ethiopia, teaching English in Japan, and distributing medical supplies to mission stations among Indian communities along the Amazon River. Fellows are expected to write to the program at Yale at regular intervals and their descriptive reports are circulated among all those overseas in a given year.

Returnees are expected to work out their own courses of study at Yale. Some follow academic programs within a standard disciplinary major or an area studies major. Those who are interested in more breadth than standard disciplinary or area majors offer have been helped to design special inter-disciplinary programs. In some cases, special tutorial courses have been arranged, usually by the students themselves in consultation with particular instructors.

A Global Approach to Undergraduate Education

Friends World College, which was founded in 1965 by a committee of Quakers, emphasizes an approach to undergraduate education which is global in scope. The college curriculum is designed to permit each student to acquire a direct knowledge of contemporary life throughout the world, to develop a personal philosophy, and to obtain a sound educational background for effective participation in constructive social improvement. The college has no formalized courses, textbooks, or course examinations. These are replaced by seminars, field trips, and independent projects. Each student keeps a journal as a record of his experiences and must submit a senior thesis. After an orientation in the home region, students travel and study at Friends World College centers in Latin America, Africa, Europe, Japan, and India for the next two or three years. They may return to the North American campus for the final semester.

Further information is available from Friends World College, Mitchel Gardens, Westbury, N.Y. 11590.

Experiment in International Living School for International Training

The Independent Study Program of the School for International Training centers on the personal interaction of the student with the host culture. After an orientation period and three to five weeks of intensive language training, the student lives as a family member in the host culture for three to four weeks. The next four weeks are spent in an area studies program with individuals from the host culture serving as resource persons. The student then pursues an independent study project for three to five weeks. Groups consist of from

7 to 15 students under the guidance of an academic director. The program includes Belgium, Brazil, Columbia, Dahomey, France, Germany, Great Britain, Greece, India, Ireland, Italy, Japan, Spain, Taiwan, Turkey, and Yugoslavia.

Language training before departure at the elementary or advanced levels, depending on country choice, is offered as part of the program cost. The Independent Study Program conveys part of a semester's academic credit, on a transcript of the School for International Training (Recognized Candidate for Accreditation) with the remaining credit awarded by the student's home institution on the basis of work done in the individual study project.

Further information is available from Experiment in International Living, Putney, Vt. 05346.

An Overseas Study Program Using Students as Teachers

Selected undergraduates design and carry out their own comparative study projects in North America, a European nation, and/or a country of the Third World through InterFuture, a non-profit organization based in Princeton that draws participants from colleges and universities across the U.S. and Canada. A central theme -- "Internationalism" has been selected for 1972-73 -- provides a common ground on which students in each year's project group can compare progress and evaluate findings.

To permit intensive preparation, participants are named six to nine months prior to departure. Three preparatory conferences and a semester's work with a faculty advisor on his home campus enable each student to gain the maximum advantage of his experience overseas. In each of its present locales -- England, Ghana, Ireland, Jamaica, and the Netherlands -- a local coordinator has been named, either an individual or an organization native to the country involved. The coordinator chooses individual advisors for the students, arranges homestays or other accomodations to aid cultural immersion, and places the visitors in contact with local students who share their interests. Participants spend the spring semester at a European locale, the following summer in a developing nation, or both in sequence. Upon returning, participants lead seminars on their home campuses to share their findings with their mentors and fellow students.

Earlier themes included "Nationalism" in 1970-71, when participants studied such topics as black nationalism, folk literature, the socialization of primary school children, and the dance. Under the 1971-72 theme, "Man's Habitat," students are investigating such issues as population patterns, environmental education, public housing, and the influence of religion on man's view of the habitat. Campus coordinators, who screen and nominate potential participants, have been named at more than 60 colleges and universities, including

Western College, the University of Missouri, Dartmouth, Oberlin, Cornell, Queens College (New York City), Catholic University, Pace College, New College, and the Monterey Institute for Foreign Study.

Participants are chosen late in the spring of their sophomore or freshman years. For further information, write InterFuture, 221 Nassau St., Suite 300, Princeton, N.J. 08540.

Overseas Internship Program

Under the Mitraniketan Project in Kerala, India, sponsored by Hartwick College, students who have completed at least two years of college, work for an academic year as interns in Mitraniketan, an educational community in a rural village in South India. Internships are available to assist the physician, the nurse, the nursery section director, and in the central office. During a part of the year, to be arranged with the Mitraniketan staff, the student works on a study of his own choosing, approved by his college advisor, and is free to travel in India in connection with that study. Each student writes reports of his work and studies; reports are also written by the Mitraniketan staff. These reports form the basis of the program coordinator's report for the student's home college, which determines how much formal credit the student receives.

Further information and application forms are available from Miss Evelyn Bates, Associate Dean for Special Studies, Hartwick College, Oneonta, N.Y. 13820.

SOURCES OF FURTHER INFORMATION

Included here are a few of the many sources of further information on innovation in American higher education. We have concentrated on those materials which are either related directly to international and intercultural studies or deal generally with innovative approaches to education in ways which may be suggestive to those who are primarily concerned with strengthening studies of the Third World in the undergraduate curriculum. The listing is in no sense comprehensive. Excluded generally is a growing body of literature of journal articles and monographs on simulation for teaching and research in the social sciences. Several of the sources listed include bibliographies which in turn identify a wealth of additional material on innovation in American colleges and universities. Some sources of further information are also included in the citations to the first section of this _Occasional Publication_.

Association of Colleges and Universities for International-Intercultural Studies. _A Directory of Games Relating to International Affairs_. P.O. Box 871, Nashville, Tenn., The Association, 1970. 10 pp.

> Prepared for participants in institutes on International-Intercultural studies held by the Association in 1970, the directory provides brief descriptions of some 20 games, most of them dealing with international conflict. Also included are suggested grade levels, number of participants, playing time, cost, and publication information. A majority of the games are for the

secondary school level. A useful appendix contains a descriptive list of major producers of games.

Change. Science and University Affairs. Bi-monthly.

Although the title is general, the magazine is devoted exclusively to higher education. Included are articles on institutional innovations such as critiques of experimental colleges, use of new technologies such as computers and visual materials in science courses, and new core curricula. Brief reports and comments from readers on specific innovative ideas and practices are also included from time to time.

Consolidated Analysis Centers, Inc. Computer Applications and Implementation Study for the National War College. Prepared for Behavioral Sciences Office, Advanced Research Projects Agency, Department of Defense, 1971. 3 vols.

Volume II of this study contains an investigation of datasets, simulations, and games in the field of political science and international relations to determine their availability for use at the National War College. Detailed descriptions of those items that appeared suitable for the War College's educational programs are given in the main part of the volume. Descriptions of all items considered are in the appendixes. Also included is a fairly comprehensive bibliography on simulation and gaming in political science and international relations, and the results of an examination of computer software suitable for student use. This is probably the best source of information on simulation and games in these fields. Volume I is a summary and Volume III recommendations to the National War College.

Coyne, John. This Way Out: A Guide to Alternatives to Traditional College Education in the United States, Europe and the Third World, by John Coyne and Tom Hebert. N.Y.: Dutton, 1972. 466 pp.

Written for college and high school students, the book covers topics ranging from how to undertake an independent study program without any academic affiliation to advice on what to do in case of a coup d'etat while studying in the Third World. It contains a comprehensive description of experimental and innovative programs at a variety of colleges and information and advice on overseas programs and universities. For readers other than students, the section on experimenting colleges is probably the most valuable.

Council on International Educational Exchange. Whole World Handbook: Six Continents on a Student Budget, Travel-Study-Work. N.Y.: Council on International Educational Exchange and The Frommer/Pasmanter Publishing Corp., 1972. 311 pp.

Written for students, this handbook is probably the most comprehensive compilation of information on all aspects of study and travel abroad. It includes information by geographical area and country on work regulation, visa requirements, programs at specific universities both in the United States and abroad, and a list of useful organizations for each area.

Improving College and University Teaching. Oregon State University Press. Quarterly.

This journal, devoted to educational methodology, contains occasional articles relating to teaching about the Third World: for example, "Developing Latin American Studies" in the Autumn 1971, issue.

Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts about Experimentalism. Report of a Conference in January 1972, Co-sponsored by New College, University of Alabama and The National Science Foundation. ed. by Neal R. Berte. Available from Dean Neal R. Berte, New College, University of Alabama, University, Ala. 35486.

As the title suggests, this report contains descriptions of innovations in selected liberal arts colleges, community colleges, and experimental colleges in large universities. The emphasis is on development of educational goals, faculty and administrative reforms, relations with the community, and evaluation.

Innovative Developments. Newsletter of the Clearinghouse for Innovative Developments, Gregg M. Sinclair Library, University of Hawaii. Monthly.

Each issue contains information on various innovations at the University of Hawaii, a section on reports of activities on the mainland, and an annotated list of books on higher education. The innovations described are generally administrative, such as new core curricula, interdisciplinary programs, experimental colleges, and the like. In the issues examined, there were no descriptions of programs or projects relating to the Third World.

Institute of International Education. Handbook on International Study for U.S. Nationals. N.Y.: Institute of International Education, 1970. 293 pp.

Although similar to the Council on International Educational Exchange Whole World Handbook listed above, the IEE publication lists more specific institutions overseas in more detail and gives less information about inexpensive travel and other types of guidance for individual students. It also contains information on teaching and research opportunities for faculty members. Also included are comprehensive lists of U.S. college-sponsored academic year and summer study programs abroad, foreign institutions offering summer study programs, and a list of organizations providing services to U.S. nationals going abroad.

Simulation and Games: An International Journal of Theory, Design, and Research. Sage Publications. Quarterly.

Begun in 1970, this journal contains discussion related to man, man-machine, and machine simulations in the social sciences, a section of book reviews, and announcements of conferences and meetings. In the issues examined, there was no coverage of simulations or games relating to the Third World.

Simulation/Gaming News. Box 8899, Stanford University, Stanford, Calif. 94305. 5 issues during the school year.

This tabloid covers a variety of topics in the simulation and gaming field ranging from fairly detailed descriptive articles to summaries of conference proceedings, to editorials. Coverage ranges from the elementary school level to adult education. The issues examined, however, contained little relating to international or intercultural studies.

Zuckerman, David W. The Guide to Simulation Games for Education and Training, by David W. Zuckerman and Robert E. Horn. Cambridge, Mass.: Information Resources, Inc., 1970. 334 pp.

Because it includes listings of games in a wide variety of fields of study, this guide is far more comprehensive than the C.A.C.I. publication cited above. It does not, however, provide as much narrative description. A useful feature of this guide is the chart preceding each section which gives the name of the game, the level for which it is intended, number of players, and playing time. Also included is an annotated "Basic Reference Shelf on Simulation and Gaming," by Paul A. Twelker. The $15.00 price of this paperbound Guide seems high. A second edition, to be published in January 1973, will describe 600 simulation/games as compared to the 400 in the present edition.

A NOTE ON THE FOREIGN AREA MATERIALS CENTER

The State Education Department in New York is actively concerned with strengthening opportunities and resources for international and comparative studies in the schools, colleges, and universities of New York, as well as with related activities in educational exchange and overseas service. Emphasis is being placed on the peoples, cultures, and contemporary institutions of those areas traditionally neglected in American education; namely, Asia, Africa, Latin America, Russia, and Eastern Europe. Also emphasized are comparative studies which reflect recent scholarship in the social sciences and humanities and which explore significant aspects of American society in relation to developments elsewhere in the world.

Recent efforts of the Department in international studies include faculty fellowships and seminars; and programs of independent reading and seminar discussion, summer institutes, and other opportunities for secondary school teachers; consultant services to schools, colleges, and universities in developing foreign area studies; and experimental programs in the study of critical languages in schools and colleges, summer field work overseas for students and teachers, and the like.

As a further extension of these efforts, the State Education Department established, in December 1963, the Foreign Area Materials Center. In March 1967, because of increasing interest in the Center's work from institutions outside New York State, the National Council for Foreign Area Materials, a group of 11 regional college associations and consortia (now the Council for Intercultural Studies and Programs, with 13 members), was established and has become an active sponsor of the Center's work. The Center, which is located in New York City, is concerned with the development of materials useful in teaching about foreign areas, mainly at the undergraduate level.

Types of materials which have been produced or are in preparation include color slides in South Asian studies, reproductions of museum materials from India, reviews of documentary films, computerized bibliographies for college libraries, and experimental teaching materials. The Center provides liaison with publishers and other organizations producing materials useful in undergraduate instruction and is particularly concerned with out-of-print books and other needs of college libraries. These activities are being supported by grants from foundation sources, the United States government, and the Council for Intercultural Studies and Programs.

The Center also distributes various types of syllabuses and reprints, bibliographies and similar materials to college faculty members offering courses related to the Center's main areas of interest--Asia, Africa, Latin America, Russia, and Eastern Europe. A list of materials is available on request.

The Foreign Area Materials Center is under the direction of Ward Morehouse, Director, and Arthur Osteen, Associate Director, Center for International Programs and Comparative Studies. The Manager of the Foreign Area Materials Center in New York City is Edith Ehrman.

Correspondence regarding any of the activities mentioned above and requests for materials should be directed to the Foreign Area Materials Center (60 East 42nd Street, New York, N.Y. 10017). Correspondence concerning other aspects of the Department's programs in foreign area studies and related international activities should be sent to the Director, Center for International Programs and Comparative Studies, University of the State of New York, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

SOME PUBLICATIONS OF THE FOREIGN AREA MATERIALS CENTER

Ward Morehouse, editor, Foreign Area Studies and the College Library. 1964. (FAMC Occasional Publication No. 1). $2.00.

L. A. Peter Gosling, Maps, Atlases and Gazetteers for Asian Studies: A Critical Guide. 1965. (FAMC Occasional Publication No. 2). $2.00.

Patrick Wilson, Science in South Asia, Past & Present: A Preliminary Bibliography. 1966. (FAMC Occasional Publication No. 3). $2.00.

Ward Morehouse, editor, The Comparative Approach to Area Studies and the Disciplines: Problems of Teaching and Research on Asia. 1967. (FAMC Occasional Publication No. 4). $2.00.

Lyman Legters, Language and Area Studies: A Bibliography. 1967. (FAMC Occasional Publication No. 5). $2.00.

George Fischer, American Research on Soviet Society. 1967. (FAMC Occasional Publication No. 6). $2.00.

Theodore Herman, editor, The Geography of China: A Selected and Annotated Bibliography. 1967. (FAMC Occasional Publication No. 7). $2.00.

Ward Morehouse, editor, Understanding Science and Technology in India and Pakistan. 1967. (FAMC Occasional Publication No. 8). $2.00.

Winston L. Y. Yang and Teresa S. Yang, editors, Asian Resources in American Libraries. 1968. (FAMC Occasional Publication No. 9). $3.00.

East Asia: A Bibliography for Undergraduate Libraries. Area Editor: Donald Gillin. 1970. (FAMC Occasional Publication No. 10). Available from Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania, 17701. $8.95.

South Asia: A Bibliography for Undergraduate Libraries. Area Editor: Louis A. Jacob. 1970. (FAMC Occasional Publication No. 11). Available from Bro-Dart, Inc. $8.95.

Africa south of the Sahara: A Bibliography for Undergraduate Libraries. Area Editor: Peter Duignan. 1971. (FAMC Occasional Publication No. 12). Available from Bro-Dart, Inc. $8.95.

Southeast Asia: A Bibliography for Undergraduate Libraries. Area Editor: Donald Clay Johnson. 1970. (FAMC Occasional Publication No. 13). Available from Bro-Dart, Inc. $8.95.

Middle East and North Africa: A Bibliography for Undergraduate Libraries. Area Editor: Harry N. Howard. 1970.

(FAMC Occasional Publication No. 14). Available from Bro-Dart, Inc. $8.95.

George Fischer and Walter Schenkel, editors, Social Structure and Social Change in Eastern Europe. 1970. (FAMC Occasional Publication No. 15). $3.00.

International Institute for Comparative Music Studies and Documentation, Berlin, comp. Oriental Music: A Selected Discography. 1971. (FAMC Occasional Publication No. 16). $3.00.

Guide to Reference Sources on Africa, Asia, Latin America and the Caribbean, Middle East and North Africa, and Russia and East Europe: Selected and Annotated. General Editor: James R. Kennedy, Jr. 1972. (FAMC Occasional Publication No. 17). Available from Bro-Dart, Inc. $8.95.

Robert B. Oxnam, The Ch'ing Game: Simulation and the Study of History. 1972. (FAMC Occasional Publication No. 18). $2.00.

Edith Ehrman and Ward Morehouse, editors, Students, Teachers and the Third World in the American College Curriculum: A Guide and Commentary on Innovative Approaches in Undergraduate Education. 1973. (FAMC Occasional Publication No. 19). $2.00.

A number of syllabuses, course outlines and teaching notes, bibliographies, and other materials are also available from the Foreign Area Materials Center. A list of these materials will be sent on request.

All orders must be prepaid. Checks should be drawn to The University of the State of New York.

Foreign Area Materials Center, University of the State of New York, State Education Department, 60 East 42nd Street, New York, N.Y. 10017.

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This publication is one of a series issued by the Center for International Programs and Comparative Studies of the New York State Education Department and the Council for Intercultural Studies and Programs. The Center for International Programs and Comparative Studies is particularly concerned with improving opportunities in New York State for the study of areas of the world traditionally neglected in American education and with exploring significant aspects of American society in relation to developments elsewhere. The Council for Intercultural Studies and Programs is composed of regional associations of colleges and universities throughout the United States interested in cooperative activities to strengthen foreign area studies in undergraduate education.

The Foreign Area Materials Center in New York City, which is administered by the Center for International Programs and Comparative Studies under the sponsorship of the Council for Intercultural Studies and Programs, is concerned with the development of materials useful in teaching about foreign areas, mainly at the undergraduate level. Further details about the Foreign Area Materials Center and other titles in the present series are given at the conclusion of this publication.